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ABSTRACT

The first of a three-volume set, this career education instructional manual for grades K-3 was developed primarily by teachers. The broad goals of the teaching units are to provide each student with an awareness of the various career fields in the world of work and to instill in each individual the worthiness of work. Based on fifteen occupational clusters, these units are intended as guides or references and not as restricted entities. To aid the teacher in the manual's use, the following topics are discussed before the teaching units are presented: the teacher's function, the objectives, the unit method in presenting occupational information, suggested steps in developing a unit plan, evaluation, and correlation of subject areas. The teaching units are then presented by grade level: two units are included specifically for the early childhood level, eight units for grade 1, eight units for grade 2, and seven units for grade 3. The units follow the same general format by first presenting the instructional objectives, and then the motivational and correlational techniques, descriptions of the activities, predicted outcomes and evaluation strategies, and resources for each unit activity. A compiled list of resources is found at the end of each unit. Other additional information, such as sample field trip permission forms and instructions for specific activities, are included in the last segment of this document. (BM)

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MASON COUNTY

CAREER EDUCATION

K - ADULT

Volume I

TEACHER'S INSTRUCTIONAL MANUAL FOR EARLY ELEMENTARY EDUCATION K - 3

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

The Mason County program, Career Education: K-Adult, is published in three volumes. Vol. I is designed for use in grades K-3, Vol. II is to be used in grades 4-6, and Vol. III is for grades 7-12. The program was developed by grants from Title III ESEA over a three-year project period. The materials were principally written by Mason County teachers under the direction of William A. Edwards and members of the staff of Marshall University. The units have been used in pilot schools and are now being used in all of the Mason County schools.

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INTRODUCTION

It was the planning committee's desire to create occupational unit plans that would enable every child in the school system to be as fully aware as possible of the various career fields and their effect upon him as an individual. These plans were then formed with the idea of serving all children.

It is the purpose of this program to create within our children an awareness of the many available jobs in the world of work, and to instill within them the worthiness of work.

We base our curriculum design on the fifteen occupational clusters as defined by the United States Office of Education. A matrix for the units was developed to cover all fifteen occupational clusters by the end of the sixth grade. It also reinforced this by covering all the clusters again by the end of the twelfth grade. We felt that in doing this, students would at least see some aspects of all areas of occupational employment during their school career.

You may notice that there are differences in the design of some of the teaching units. This is due to two different factors: (1) the producer of each unit is an individual; and (2) we upgraded our unit design during our year of developmental trial and error.

You will also notice that there are some repetitions of units. This is due to the many people involved in developing our curriculum. We would also like to explain that these are only samples of what can be done as far as teaching units. There are no strict guidelines on how you reach your students. That is up to you and your students. What will work for one group will not always work for another group. Therefore, use these units as a guide or reference but not as a restricted entity.

THE TEACHER'S FUNCTION
IN ELEMENTARY CAREER EDUCATION

The teacher's function in career development is to help the child to grow sound and sturdy personalities and to develop a healthy attitude towards himself and towards others.

The teacher must realize that problems of human relationships are as important as subject matter, information, and skills. The lasting effect may make it more important in the world of work; therefore, the teacher must guide and counsel youth with their problems.

This very subject is the reason for teaching the unit method in career education. The activity unit can be adapted to provide for individual differences.

The teacher must provide a variety of interesting and appropriate reading materials such as library and reference books, magazines, bulletins, folders, and experience charts. Children report information to committees or to the group.

The teacher must be resourceful by providing opportunities in audiovisual materials, various media or art and music.

She must create opportunities to motivate students through discussions, committee work and field trips.

She must seek ways to help children in making adjustments, in understanding the worth of an individual and his choices of work, and in appreciating the fact that through participation and cooperation much can be accomplished.

Every opportunity must be made to provide each child with experiences that will help him to achieve status with his peer group, to see that he experiences some degree of success, and that he receives praise. Through unit work the resourceful teacher will be aware of this and find ways to provide these experiences

In choosing a unit for career education the teacher must first consider the academic and social values that can be derived from it and what appeal it will have to the child. Then she must create experiences that will introduce the children to areas of the world of work that are related to the unit.

She must provide a suitable and appropriate environment in the classroom that will help the child to be aware of the world of work. This can be done by the use of charts, posters, displays, exhibits, and bulletin boards as well as providing a relaxed atmosphere in which children can move freely while doing their work.

The teacher must be skillful in guiding discussions, forming committees, and directing play activities. Through becoming familiar with all materials available the teacher can lead to more techniques for discerning the conceptual elements in the children's seemingly insignificant experiences.

The teacher must be aware that she is attempting to acquaint the child with the real world of work.

OBJECTIVES

Observable behavior the learner must be able to demonstrate upon entering the kindergarten and upon completion of the third grade, in the area of the world of work:

To know and appreciate persons whose work and skills contribute to the safety, health, comfort, and happiness of their family;

Become aware of the meaning of work and its importance to them and to society;

Have a realistic view of the world of work, and encourage him to consider his own abilities and limitations;

Realize the fact that every worker performs a useful function;

Become aware of what their parents do in the world of work;

Become aware of some of the tools of specific job occupants; (i.e., fireman- fire truck, boots, ladder.)

Become aware of the various community workers: fireman, policeman, mailman, milkman, doctor(s), nurse, janitor, farmer, minister, sanitary worker, utility worker, teacher, secretary, and carpenter, and what they do in the wild world of work;

Help the child feel accepted and develop a desirable attitude toward the world of work and toward himself;

Develop in the child the ability to accept an appropriate work assignment and successfully complete it;

Help the child to discover things he can do to contribute to order in his classroom;

Structure play and make believe problems, so the child can think about what he enjoys doing most.

The student on completion of the third grade should be able to exercise knowledge in showing appreciation of workers whose work and skills contribute to the safety, health, comfort, and happiness of his own family; show awareness of the meaning of work and its importance to him and to his society; show an awareness of what his parents do in the world of work; be familiar with some of the tools associated with specific job occupants; be aware of the various

community helpers, and what they do.

Show skill in his ability to accept a work assignment and successfully complete it; in the willingness to help keep his classroom neat and clean.

He should have a realistic attitude about the world of work, and realize the fact that every worker performs a useful function; he should feel accepted and realize his own self-worth as a useful, productive citizen in our society.

THE UNIT METHOD

OF TEACHING OCCUPATIONAL INFORMATION

The primary aim of education is to modify the behavior of the learner. Learning is a complicated process in which the learner responds physically, intellectually, and emotionally as a total organism to a whole situation. The learner must experience if he is to learn. The change which takes place in the individual as a result of experience is "learning."

To provide for effective learning teachers must organize learning situations which utilize those things we know about the learning process. The Unit Method of teaching has been a successful instrument for obtaining desirable learning.

All units in this manual will contain occupational subject matter, utilize activities and provide experiences. Both subject matter and activities are selected so as the child may experience in a learning environment the various occupations (Jobs) that affect his life and are available for him as an occupational choice for earning a living and contributing to society.

SUGGESTED STEPS IN DEVELOPING

A UNIT PLAN

I. Predicted Outcomes

(Knowledges and understandings, attitudes and ideals, thinking and problem solving, cooperation)

II. Motivation Techniques

A. The Introduction to Create Interest

(Arranging excursions, telling stories, showing motion pictures, etc.)

B. The Planned Room Environment

(Centers of interest, maps, books, pictures, actual objects)

III. Student Experiences

A. Children begin to ask questions and raise problems -
(What we think we know; what we want or need to know)

B. Class and teacher suggest ideas and activities then decide which to undertake

C. Children help evaluate and organize questions and problems -
Main Topics
Sub-topics

D. Children plan committee work; choose committees on which to work -
Committee 1
Committee 2
Committee 3

E. Questions arranged in sequence for study

F. Class and teacher evaluate committee work

IV. Culminating Activities

Exhibit, program, etc., presented to others

V. Evaluation

A. By children

Learnings
Accomplishments
Improvements

B. By teacher

Have predicted Outcomes been obtained?

EVALUATION

1. Perceiving evaluation of early elementary and being conscious of how well the children have become aware of the World of Work.
2. Observing how well the children are being motivated to study the various career oriented units.
3. Observing the interest shown while participating in the different areas of work.
4. Being aware of the growth the child makes in formulating discussions into learning situations.
5. Noticing how well the child grows in his ability and effectiveness in using the library and resource materials.
6. Observing changes and growth in behaviorial and social attitudes as the unit progresses.
7. Perceiving how well the children learn to work in groups and to follow up with individual activities.
8. Noticing how well the child develops an enquiring mind during the progress of the units concerning the World of Work.
9. Being aware of the child's growing interest in people as resource people are invited and field trips are utilized.
10. Observing the extent to which children are developing good self concepts.
11. Noticing that children have learned the ability to compare the past with the present.
12. Noticing whether children are developing good wholesome attitude toward themselves, others and their world about them.
13. Observing how children are able to choose and decide upon their choice of work in the classroom and see that it is carried to completion.
14. Being aware of leadership qualities developing.

CORRELATION OF SUBJECTS

READING

A. Encourage the use of oral and silent reading for facts and information.

B. Develop a knowledge of looking for good informational material.

C. Develop an awareness for reading about a field of careers the child may have had only a rare knowledge of.

D. Create an opportunity for functional library reading.

E. Encourage the learning of new words and their meanings.

F. Create an appreciation for poetry and its style of rhythm and beat.

G. Create a sense of order and sequence.

SPELLING

A. Create opportunities to spell new words.

B. Make children aware of correct spelling - a code to words.

LANGUAGE

A. Encourage good oral expression.

B. Develop organizational ability.

C. Develop a knowledge of writing letters and invitations.

ARITHMETIC

A. Develop a knowledge of pounds and ounces.

B. Develop a knowledge of yards and inches in measuring.

ART

A. Develop opportunities for free expression of meaningful ideas.

B. Create opportunity group projects such as exhibits and murals, etc.

SCIENCE

A. Develop a knowledge of the scientific approach.

B. Create opportunities for conducting experiments and for learning science concepts.

MUSIC

A. Learn of songs to express freely the ideas involved in a subject the children are interested in.

B. Learn to appreciate music as connected with other subjects.

SOCIAL STUDIES

A. Develop a knowledge of how early people lived and worked.

B. Develop comparison of past with present ways of living.

C. Create an appreciation of the interdependence of people for their livelihood.

D. Develop a knowledge of industrial life.

AUDIOVISUAL

A. Use many multi-media techniques.

B. Use filmstrips, films, records, etc.

TEACHING UNITS

FOR

EARLY CHILDHOOD

These are examples of the kind of units that can be done in the Early Childhood Center to help the child become aware of the World of Work, and his relationship to it.

It was the feeling of this committee that the following were equally important and should be included in the curricula of vocational awareness on the Early Childhood level:

1. All About Myself
2. Sounds of Work
3. City
4. Parents and What They Do
5. Transportation
6. Communication

COMMUNITY HELPERS

Objective for this unit is to help the child orient himself to the services of the community workers and the interrelationship between them, and to help lay foundations for developing more.

MEANINGFUL CONCEPTS OF COMMUNITY LIFE

Motivation Techniques	Student Experience	Predicted Outcome	Resources
*"The Traffic Policeman" Poem used on the bulletin board with pictures of a policeman holding out his hand to stop, and the other hand is holding a whistle to his lips, ready to blow it.	Bulletin Board: "The Traffic Policeman" poem.	Orient the child to the services of community helpers and the inter-relationship between them and to help lay foundation for developing more meaningful concepts of community life.	See list #1.
Manipulative toys for the day would be police cars, police puzzles, etc. Books on the book table would be various books on the policeman as a helper and friend.*	Have clothing, tools, and other equipment used by the policeman already in the dress-up box, when the children arrive.	These props will encourage the child to engage in dramatic play about the policeman.	See list #1.
Story time - *Peter Pat and the Policeman.	Talk about the policeman's job.		
Discuss the visitor that is coming tomorrow. (the policeman)	Sing: "The Policeman"* (p. 25).		See list #1.
Story: On the Beat: The Policeman at Work.*	Continue dramatic play with clothing and equipment.		See list #1.

Motivation Techniques	Student Experience	Predicted Outcome	Resources
Arrange for a policeman to visit today. Teach the "Safety Game."*	Ask the children to bring in in pictures for our special bulletin board of the policeman.	Acquaint them with a policeman.	See Potpourri.
Arrange for a field trip to the Police Station today. Read: My Daddy is a Policeman.*	Talk about what they think they will see, and how we will act at the Police Station.	See where and how the policeman does his job.	See list #1.
Read: I Know a Policeman.* Finger-play: 5 Little Policemen."	Make a mural about the many jobs of a policeman.	To help the child realize the satisfaction a policeman must feel--because he has done a good job.	See list #1. See Potpourri.

THE FARM

The objective of a unit on the farm would be to make the children more aware of the contribution the farmer makes to their health and well being. To foster an understanding and appreciation for the farmer.

Motivation Techniques	Student Experience	Predicted Outcome	Resource
Talk about the large picture on the bulletin board of "the farm." The animals we see, the difference in the building and roads in the country as to the city, and so on.	Bulletin board: The picture of "the farm." Play game: "The Farmer in the Dell."	A better understanding of the contribution of the farmer to the child.	
Talk about the cow today--(from what animal we get milk, how we get cream, and what it is, etc.)	Sit in a circle and churn the butter. Be sure each child has a chance to churn some.	Learn where butter comes from and how to make it.	
Work and salt the butter and get it ready to eat tomorrow on bread and popcorn.	Help work the butter.		
Pop the corn and use the butter on it.	Help make the bread that we are using to taste the butter.	See what butter tastes like.	
Finger play: "This is the way I Plant My Garden."*	Each child has his own cup into which he will plant seeds.	An awareness that plants grow only.	See Potpourri

Motivation Techniques	Student Experience	Predicted Outcome	Resource
We will make an exhibit for the Science table of a seed slipped between blotter paper and a jar. Fill the inside of the jar with wet sand.	Each child has the responsibility of watering his own plants--or suffer the consequences.	With proper attention to water, temperature and sunlight. This enables the child to see what may be happening to his seeds in his own cup.	
Song: "Old MacDonald has a Farm," and have a child point to each of the animals as we name them. (From the picture on the bulletin board.)	Plant two kinds of corn today. Popcorn and sweet corn.	Awareness of the difference in the two kinds of corn.	
Talk about our trip to the farm tomorrow.	Child takes home permission slips today. Talk about what we might see and do on the farm.	The child gets acquainted with the sounds and smells of the farm. We see the equipment used in farming.	

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TEACHING UNIT

FOR

LEVEL ONE

SELF-AWARENESS

Grade Level: 1-2

Occupational Area: Awareness

Behavioral Objectives

1. The student will gain a knowledge of his own interests and abilities.
2. The student will gain a value of differences in individuals.
3. The student will gain the ability to imitate basic occupations and manipulate some basic tools

Motivation Techniques	Student Activity	Predicted Outcome	Resource Evaluation
Bulletin Board: Display pictures of children with name tags--place mirror in center--title "Find Yourself." Correlation: Language Arts: Reading, matching, readiness, writing. Music: Sing names back and forth. Math: Counting letters in name, which name is the longest, which name is the shortest.	Have children match pictures to names with strips of string or yarn. Discuss how names look different like the people they stand for. Children can write names on paper, alphabethize names.	Students will begin to notice that names are different in size/shape like they are different in size/shape.	Evaluation: Do students seem to enjoy activity and notice differences in names and people.
"Star For A Day." Choose a different child for each day and have that child be teacher's helper.	On "his" day each child will start the day telling about himself, his family, what he likes. Child is responsible for showing or telling or explaining something he likes to do. Have child demonstrate what he thinks he would like to do when he grows up, have him show some of the activity that he could participate in.	Child begins to see his own differences and his importance in helping someone else.	Evaluation: How do the students participate in the activity.

Motivation Techniques	Student Activity	Predicted Outcome	Resource Evaluation
Read Story: "Is This You." Correlation: Art: Drawing, writing--describe pictures.	Follow suggestions in book and have each student draw pictures of himself, his family, his home, his pets, his friends, his bed, and add picture titled "My Job."	This activity can continue throughout remainder of unit as a "tieing" element. Student will notice differences in individuals, families, homes, etc.	Evaluation: Do students appear to be eager to share things about themselves with others? Are others willing to accept others? Resource: See list A.
Filmstrip: Scholastic/ Spindle Sound Filmstrips - Who Am I.	Watch filmstrips (there are five), discuss the strips.	Children continue to think about themselves, how they like or don't like things, etc.	Evaluation: Based on student sharing and accepting information for others. Resource: See list B.
Pictures of children doing various activities displayed around room. Correlation: Language Arts: Discussion, expressing ideas, vocabulary building, writing stories.	Discuss what the children in the pictures are doing, why they are doing activity, do they look happy or sad, etc. Next day: Have children choose pictures that show something they have done and discuss how they felt, etc. Next day: Have children choose picture that shows something they have not done but would like to--have children discuss why they would like to do activity and how they think they would feel before, during, and after activity.	Children will begin to appreciate various activities done by others and themselves. Children will begin to appreciate various tasks they and others have done. Children begin to think about doing new things.	Resources: Old magazines for pictures. Evaluation: Are childrens' choices realistic, do they have plausible?

Motivation Techniques	Student Activity	Predicted Outcome	Resource Evaluation
	Next day: Have children choose picture that shows something that they would not like to do and discuss why they wouldn't like to do the activity, how they would feel.	Children will become aware that there are activities that we sometimes have to do even though we would prefer not to. Children will also have the opportunity to discuss feelings of resentment and openly discuss how they would handle such situations.	Evaluation: Are children honestly giving their feelings, are they sharing, and are they accepting ideas from others.
Read Stories: Stories about children in various situations that would be familiar to children in class.	Discuss stories and how children acted, and felt. Were children in stories like or different from children in room. How would class change story, how would they have acted.	Children relate to others with problems they can understand, they judge actions of others and determine how their actions would be different.	Evaluation: Observe how children relate to others. Resource: See List A.
Filmstrip: <u>What Happens Between People</u>.	Students watch film and discuss actions an interactions as shown in filmstrip. Then discuss interactions they have had during day, can they think of any interactions they would change if they could--how would they change it.	Students realize that interactions between people are both pleasant and unpleasant.	Evaluation: Do students seem to be using things--ideas--brought up in class during the day.

Motivation Techniques	Student Activity	Predicted Outcome	Resource Evaluation
Creative Play: Children act out various situations.	Discussion and contribution to ideas. Also discuss activities of some of the vocations and the tools the person would use. Have some children pantomine various "job" situations.	Children become aware of some of the vocational hopes of others; they have the opportunity to evaluate other vocations in regard to their interests and abilities.	Evaluation: Observe children's interest and desire to contribute to class.
Game: "Who Am I."	Teacher leads: "I'm thinking of someone who likes..." then describes a child in the room without naming the child the class tries to decide who it is.	Children are reminder that people are unique.	
Art: Draw Myself.	Child lies on large sheet on newsprint, teacher traces around child's outline. Child cuts out his form and adds details.	Children realize that they are different in size, shape, clothes, etc.	Newsprint rolls are available at printing offices. Yarn and other scraps can be used for detailing work.

HOW WE GET OUR SHELTER

Motivation Techniques	Student Activities	Anticipated Outcome	Resources
Introduce unit by showing pictures of different kinds of shelter. Direct discussion toward reasons for shelter--compare first homes with present.	Draw pictures of tree houses and write a sentence to go with the picture. Same for booklet. Do the same for other types of shelter.	Develop an understanding of why people had to seek shelter and the different forms it took.	Pictures of different types of shelter.
Show and discuss use of dictionary as meanings of unit words are introduced.	Children can form their own dictionary using pictures and words to be kept through out the unit.	To learn what a dictionary is and to learn many new words. To learn how to keep words they know in alphabetical order.	Dictionary.
Show films and filmstrips about shelter and workers involved.	Listening and observing.	To achieve a good background of knowledge of shelters and builders.	Film, filmstrip.
Have a resource person visit. Carpenter, brick mason, etc.	Preparing for a visitor.	Learning courtesy is how to receive and treat a visitor. To identify with the worker and learn about his work.	Resource person.

Motivation Techniques	Student Activities	Anticipated Outcome	Resources
Direct children to magazines for pictures of various workers after discussions of each one's job. Read riddles about each helper, see if children can recognize the worker.	Find pictures of workers who build homes and mount them on a collage. 1. Architect-draws plans 2. Contractor-supervises 3. Surveyor-measures ground 4. Diggers 5. Truck driver (carry dirt away) 6. Cement mixers 7. Carpenters 8. Electricians 9. Plumbers 10. Brick layers 11. Painters (inside & out) 12. Landscape man 13. Policeman (protects house) 14. Fireman 15. Family Guessing riddles and sharing fun. Making their own riddles.	Become familiar with all who are responsible for building and planning our homes. To learn why the workers are listed in this order; how each helps the other; how children help parents in his small way; how father pays the bills; how mother plans the decorations; how they can help mother care for the house after its done. Recognize workers from a brief description.	Magazines.
Visit a house under construction.	Watch activities of building. Report changes in the building frequently. Draw pictures of the house and add to it as construction progresses.	Learn to share what they know with others. To learn the steps in building a house and the time and work it takes the workers to build it. To learn to be close observers. Learn good conduct while taking tours and consideration for other peoples property. To gain appreciation of lawns after landscape man finishes. No running over	Building under construction.

Motivation Techniques	Student Activities	Anticipated Outcome	Resources
Discussion of building materials.	Collection of all kinds of building materials. Label and display on table.	To gain a greater knowledge of what houses are made of.	Samples of building materials.
Teach and introduce pertinent songs.	Learn songs about houses and builders.	To enjoy singing about the things they have learned.	Song book or song sheets.
Instruct children how to assemble their booklets.	Working together and preparing papers and materials for a booklet.	Learning how to put a booklet together orderly.	Materials for assembling book.
Culminating activity.	Children pantomine activities of the workers. Sing songs about homes and builders.	Children will learn to put all facts of the unit together and gain a perspective of the learning unit.	

QUESTIONS TO ASK WHEN VISITING HOUSE UNDER CONSTRUCTION

1. How do the workmen know where to build the house?
2. How do they know where to put the doors and windows?
3. How did the workers learn how to do their work?
4. How much are they paid?
5. Do they enjoy their work?
6. Where does the lumber come from?
7. Why do houses have foundations?
8. Why are roofs usually slanting?
9. How are bricks held together?
10. How is cement made?
11. How can you tell what kind of tree the lumber came from?
12. Who will help the family move?

FOOD-FROM SUPERMARKET TO TABLE

First Grade — Personal Services

Behavioral Objectives

1. The First Grade Class will gain in the knowledge of good foods for health, and how they get from store to table during the six weeks' unit as measured by a written test with 90% accuracy at the conclusion of the unit.
2. The First Grade class will display a value for good foods and for some of the workers responsible for getting them to their table during the six weeks by their eager participation in games, tasting parties, role playing and field trips.
3. The First Grade class will properly imitate the supermarket workers in their simulated Supermarket and waiters, waitresses, cooks, hosts, bus boys, etc. in their role playing, as measured by teacher observation and pupil evaluation.

CORRELATED SUBJECT-SOCIAL STUDIES

Motivation Techniques	Student Activity	Predicted Outcome	Resources
Set of eight study prints of supermarket helpers.	Discuss the many different workers shown in the prints. (Example: Store manager, stock clerk, truck driver, butcher, cashier, bagboys.)	Children will gain in the knowledge of how a supermarket is made up of many departments and many workers.	Studyprints.
Book-Families at Work. (Pages on the supermarket.)	Continue discussion of the many workers in a supermarket.	Children will gain in the knowledge that one worker is important to the success of the others in keeping a supermarket ready for customers.	Book.
Filmstrip: "My Dad works in a Supermarket."	View and discuss filmstrip.	Children will gain in the comprehension workers combine efforts in getting food to their homes.	Filmstrip.

CORRELATED SUBJECTS-SOCIAL STUDIES-HEALTH-MATH

Motivation Techniques	Student Activity	Predicted Outcome	Resources
Field trip to a supermarket. (Pre-arranged with store manager for guided tour.)	Children will visit the different departments of the store-meeting as many workers as possible. (Ex- stock clerks, butcher, manager, assistant manager cashier, and bag boys.)	The children will further gain in the comprehension that many workers are necessary for the successful operation of a supermarket and of who these workers are.	Fieldtrip.
Divide children into three groups. Each group will choose one food for a tasting party the next day. (Group I - Vegetable) (Group II - Fruit) (Group III - Cookies or Crackers)	The children will select the foods for their tasting party. Each group will pay the cashier for their purchase.	The children will apply knowledge of good foods in selecting the vegetables, fruits, and cookies. They will apply their knowledge of money and making change by paying the cashier.	

CORRELATED SUBJECTS - SOCIAL STUDIES-HEALTH-LANGUAGE ARTS

Motivation Techniques	Student Activity	Predicted Outcome	Resources
Tasting Party.	The children will taste the foods purchased at the supermarket, as well as different condiments brought by the teacher.	The children will demonstrate a positive value toward good foods by willingly tasting each food presented and by comparing the tastes.	Food and condiments.
Large roof-shaped sign: Our First Grade Supermarket.	Children will bring into class empty cartons, clean cans, and plastic fruits and vegetables for a Supermarket. They will then arrange these items into departments.	The students will manipulate the different items for the store and imitate the stock clerks as they arrange them on shelves.	
Simulation of a Supermarket.	The children will participate in role playing--taking turns in different roles as store manager, stock clerk, butcher and cashier.	The children will imitate the supermarket workers as they participate in role play.	

CORRELATED SUBJECTS - SOCIAL STUDIES-HEALTH-HANDWRITING

Motivation Techniques	Student Activity	Predicted Outcome	Resources
Filmstrip - "Eat Well, Grow Well."	Discuss filmstrip and importance of well planned meals for good health and energy.	Children will gain in the knowledge of the kinds of foods necessary for good health.	Filmstrip.
Visit from Lunchroom Supervisor. (Ask supervisor to have samples of good lunch menus available for children's use.)	Children will participate in a question and answer period by asking any questions they would like concerning a good lunch. Children will write a "thank-you" note to the lunchroom supervisor during their language arts period. (Stress good handwriting.)	Children will respond to the supervisor's visit by asking pertinent questions, and by writing thank-you notes for her visit and help.	
Menus furnished by Supervisor placed on bulletin board.	Children will divide into groups of four. Each group will work out a menu for a good lunch. (They may refer to lunch menus on the bulletin board.)	The children will apply their knowledge of good foods for health by making up menus using good foods.	Old Menus.

CORRELATED SUBJECTS - HEALTH-ART-MUSIC

Motivation Techniques	Student Activity	Predicted Outcome	Resources
Bulletin Board. (Teacher pictures of good foods for health, specifically for lunch.)	Students will cut pictures of good lunch foods from magazines to be assembled into good lunches.	The children will demonstrate a value toward good food by assembling good lunch foods.	Pictures of good lunch foods.
Astronaut Lunch Game.	Students participate in game. (There are four teams-red, blue, green, yellow.) By choosing team rules of the game. 1. You must drink all your milk at lunch. 2. You must taste each food on your tray-clean tray when possible.	The class will respond to the game by tasting each food on their tray and by drinking all of their milk.	Kellogg's Astronaut Lunch Game.
Song - "She'll Be Eatin' When She Comes" (Tune-She'll Be Coming Around the Mountain).	Children will learn the words and tune to this food song-then sing it together.	The children will respond to the good foods song by actively participating in the singing.	Book with song.

Motivation Techniques	Student Activity	Predicted Outcome	Resources
Film-"Mealtime Manners and Health."	Discussion of good manners and how they make eating more healthy and pleasant.	Children will respond to film by using proper table manners in school lunchroom and in the classroom during role playing.	Film.
Filmstrip-"My Mother is a Waitress."	Discuss filmstrip and restaurant workers, especially waiter and waitress.	Children will gain in the knowledge that restaurant dining requires the services of many people.	Filmstrip.
Question-How is a restaurant like our school lunchroom and how is it different?	Children will compare a restaurant to our lunchroom and find that we have cooks and cashiers, but no waiters, hosts, etc.	Children will analyze the two situations of restaurant and school lunchroom and decide how they are alike and how they are different.	
Sets of dishes, napkins, and plastic silverware.	Children may practice setting the lunch table using the toy dishes, silverware and napkins.	The children will organize the table settings into the proper positions.	

CORRELATED SUBJECTS - SOCIAL STUDIES-LANGUAGE ARTS-ART-MATH

Motivation Techniques	Student Activity	Predicted Outcome	Resources
White crepe paper chef's hat, and aprons, hats, and bow ties for waiters and waitresses.	Children will participate in role play by taking turns as host, cook, waiter, waitress, busboy and cashier.	Children will imitate the host, cook, waiter, waitress, busboy and cashier as they take part in role play.	
Invitation to a tea party- Would you like to have a party?	Children will write an invitation to their mothers for an afternoon tea party.	Students will become more articulate as they write invitations in their own words.	
Placemat with scalloped edges.	Each student will design one placemat to be used at the party.	Children will manipulate the different art materials- (tempera, crayolas, scissors, paste, etc.) as they design the placemats.	Placemat.

CORRELATED SUBJECTS - SOCIAL STUDIES-MATH

Motivation Techniques	Student Activity	Predicted Outcome	Resources
Recipe for cookies written on the board.	Students will assemble cooking utensils and ingredients for cookies. They will measure and mix cookie ingredients. And arrange the cookies on cookie sheets for baking.	Students will develop a level of precision to correctly measure and mix the cookie ingredients.	
Show children a large pitcher with a "Smiley" face on it. What does this remind you of? (Juice or punch)	Children will mix fruit juices-ready to refrigerate until the party.	Children will respond to the suggestion for party punch by mixing the fruit juices.	Pitcher.
Tea Party.	Children will set and arrange tables. They will seat their mothers and serve the cookies and punch.	Children will become more natural in their role playing as they serve their mothers.	

CORRELATED SUBJECT-- LANGUAGE ARTS-SOCIAL STUDIES

Motivation Techniques	Student Activity	Predicted Outcome	Resources
I am a busy worker. You can usually find me in the kitchen with a tall white hat on my head. I like to mix, toss, and bake things. Who am I? (Write description on the board--Have children read and guess worker.)	Each child will choose his favorite of all the workers studied and write a description. The others will guess the worker.	The children will evaluate the workers studied as they write a description of their favorite.	
Written Test.	Children will answer simple questions on workers studied.	The children will respond to the test questions by accurately answering the questions. (I hope.)	

BIBLIOGRAPHY

List A

Films:

1. Eat Well, Grow Well-Coronet Instructional Films.
2. Mealtime Manners and Health-Coronet Instructional Films.

List B

Filmstrips:

1. My Dad Works In a Supermarket-Filmkare Production Company.
2. My Mother Is a Waitress-Filmkare Production Company.

List C

Books

1. Lawrence Senesh, Families at Work, 1964, pp. 201-202, pp. 241-245.
2. Sing a Song of Food - West Virginia Department of Health, 1971.

List D

Studyprints and Games

1. Studyprints of Supermarket Workers - Society for Visual Education, Inc.
2. Astronaut Lunch Game - Kellogg Company.

HOW WE GET OUR CLOTHING

First Grade Level

Consumer and Homemaking
Occupations

Behavioral Objectives

Cognitive - The students will gain knowledge about the sources of our clothing and the processes they must go through to reach our homes. The knowledge will be displayed through bulletin boards, creative drawings, pictures, table displays, oral and written stories, scrapbooks or activity booklets.

Affective - The students will place a value on the many jobs involved in helping to supply our clothing. The teacher will measure this through the roles they choose in role playing or creative dramatics.

Pscho-Motor - The students will be able to manipulate scissors with cloth, cut around a cardboard pattern, fit or match the edges together and sew a simple seam around edges leaving an opening for stuffing. This will be measured by teacher observance of the finished appearance of the sewing product made by the student. (Small football for boys and small pin cushion for the girls)--souvenirs or "keepsakes."

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome & Evaluation	Resources
1. Introduction - Bulletin Board - Discussion Caption "We Need Clothes." (Correlation with Language Arts Skills and Artistic Classification.)	Students will assist in the the preparation of a bulletin board displaying pictures of different kinds of clothing and samples of cloth. Make a bulletin-board tree.	Students will gain knowledge that there are different kinds of cloth as measured by their ability to distinguish between materials.	Assortment of catalogs, magazines, or any source of samples of materials needed for clothing.

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome & Evaluation	Resources
2. Storytime and Class Discussion. (Correlation with Language Arts, beginning to acquire skills to conduct an orderly discussion, prepare a list and how to listen.)	Students will talk over the different kind of sources of the many classes of clothing and discuss certain occupations included in preparing clothing ready for wearing. Then they will prepare a list of all the jobs they can remember.	Students will show comprehension of the laborers whose jobs are required in preparing clothes for consumption, as they will be capable of correctly identifying at least three or four clothing related occupations.	Library book - How We Get Our Clothing, poster board or chart paper and liquid crayons or colored markers.
3. Student will bring to class collections of different kinds of dolls and real doll clothes. Barbie and G.I. Joe dolls can be used. (Correlation with Language Arts and Classification.)	"Show and Tell" period will be used for classifying the clothing into groups, such as underwear, footwear, outer wear and headwear apparel for boys and girls. (Male or female.) Students will discuss many kinds of clothes and their uses.	Students will demonstrate a positive value toward clothing classification by taking an active role in classification activities using the dolls as models. This will be measured by the teacher's observation of the student activity.	Real dolls and doll clothing. (Barbie and G. I. Joe.) The Golden Book Encyclopedia Vol. IV. or other books.
4. Class Discussion. (Correlation with Science and Language Arts.) Students will discuss today's weather and the appropriate dress for the weather. They will observe felt figures for the flannel board and discuss the various felt pieces, such as thermometer, weather symbols, word cards for weather condition, clothing for all kinds of weather, and days of the week.	Flannel Board Activity. The students will take turns dressing for the weather a felt figure, of a girl or boy using felt weather symbols, word cards for weather conditions, clothing for all kinds of weather and days of the week.	Student demonstrates his knowledge of how to decide what kind of clothes to wear outdoors every day of the year. This will be measured by the teacher as he observes the student activity.	Flannel Board and flannel board aids. "We Dress for the Weather."

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome & Evaluation	Resources
5. Class Discussion. (Correlation with Language Arts and Social Studies.) Beginning to bring closer to the world of the children the idea that materials, tools and labor are needed to produce goods, as children ask and report to class what materials and tools their parents use in their jobs. Each case will indicate that the parents supply the labor. Then class discussion begins as to what is needed to produce clothing.	The students will prepare a table display showing the materials and tools needed to produce clothing. The students can draw some workers or specialists who help produce the clothing. The drawings should be labeled clothes designer, pattern maker and machine sewer or seamstress, etc. (Display examples.) Wool and cotton cloth, thread and buttons, toy sewing machine, irons and patterns.	The students will gain knowledge that there are different kinds of tools, materials and workers needed to produce clothing, as measured by their ability to distinguish between the materials, tools, and labeled drawings of workers.	Table clothing materials and tools. Manila paper, colored pencils and crayons. Filmstrip - "The Story of Clothing." Childcraft Vol. VII. "The Things We Wear" pp. 52-71.
6. Class Discussion. Preparation for field trip. (Correlation with Language Arts and Social Studies.)	The students will work together preparing for the trip. They will form committees and will determine the spokesman in asking questions and what kinds of questions to ask. They will prepare a list or lists of things they wish to observe, and discuss the importance of good manners. The children will visit a Clothing Factory. Each student will receive some samples of the different kinds of materials used at the factory, or Clothing Factory "Keepsake."	The student will gain on the job knowledge of the operation of a Clothing Factory, and the many different kinds of jobs involved in making clothing, as they ask the appropriate questions and observe the many workers and their special jobs, as well as what activity is connected in each occupation. This knowledge will be measured by the teacher's observation of the students interest, the type of questions asked by the children and by listening to the children talking together on the return trip from the Clothing Factory.	Chart paper, liquid crayons or colored markers, or colored pencils--Bus.

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome & Evaluation	Resources
7. Follow-Up - Field Trip. (Correlation with Language Arts and Social Studies.)	The students will write stories about their knowledge gained by the trip, and will draw creatively to illustrate. They will make a list of the various jobs in the Clothing Factory, and use Buzz sessions to discuss the jobs preferred and why. Then the students will write a "Thank You" note to the Clothing Factory.	The students will gain knowledge that each different piece of clothing starts with an idea which develops into many special jobs for a large number of persons. Also, they will respond positively to writing and creative art as demonstrated by willingness to participate in the writing of stories and a "Thank You" note, as well as how to address an envelop. The teacher will measure the favorable progress of these student activities by the quality of being accurate and their variation.	Storybook paper, writing paper, pencils, envelopes, stamps, chart paper or manila paper, liquid crayons or other Art materials.

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome & Evaluation	Resources
8. Resource Person (Seamstress-Teacher Aide).	The students will observe as the seamstress shows real doll clothes and interprets pictures, posters, creative drawings or other visual aids on making doll clothes. Following the demonstration, the students will have a question and answer session about their observations and discuss their special interest concerning other jobs associated with the making of doll or people's clothes.	The students will gain knowledge of the numerous jobs required in preparing materials so they can be worn as clothing. This will be measured by the teacher's observation of the type of questions asked and the discussion or the Buzz sessions.	Local Seamstress, Visual Aids, real doll clothes or other materials needed for demonstration.
9. Resource Person (Clothing Instructor County Vocational School).	The Clothing Instructor will bring a variety of visual aids, and a portable sewing machine to the class and show pieces of materials and how it develops into the finished product we purchase to wear. A question and period will follow the demonstration. The students will have an opportunity to discuss their special interests concerning her job as clothing instructor and making clothes we wear.	The students will gain knowledge about the work of the County Clothing Instructor, and learn more how we obtain our clothes. This knowledge will be measured by the discussion with the Instructor and the quality of the questions asked by the students.	County Instructor Vocational School, portable sewing machine, projector, visual aids and other needed materials, as cloth, thread, buttons and patterns, etc.

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome & Evaluation	Resources
10. Follow-up (Resource Person). (Correlation with Language Arts, Creative Art and Classification.)	The student will compile a booklet as they recall the different types of clothing studied and the variety of jobs related to them. The picture collection will include people wearing different types of clothing, during different seasons of the year. Then they will draw creatively and paint or color the pictures of their special clothing job interests. The drawings will be labeled using clothing and clothing occupation vocabulary, assisted by the teacher. The Clothing Booklet will also contain Ditto Activity pages on cotton, wool and rainy day clothes.	The student will demonstrate manipulation as he is able to manipulate scissors with the pictures (paper), draw, paint, color, paste and write clothing vocabulary. Also, the students will gain knowledge about the variety of occupations that are associated with different kinds of clothing that are made of different kinds of materials, and promote clothing occupation vocabulary, as measured by teacher's observation of the finished student Booklets.	Manila drawing paper, pictures of clothing, crayons, paint and paste. Paper for Booklets and Hayes Social Studies Activity pages.

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome & Evaluation	Resources
11. Visit to Classroom Library - A Table Display of Library Books - "Storytime." (Correlation with Language Arts and Social Studies.)	To focus more attention on the many activities and occupations involved in the production of the many types of clothing we wear. The students will have a table display of a variety of library books about the clothing factory workers, also how we get our cloth, etc. The teacher will read stories to the class. The students will select books and study the many job illustrations in the books which concerns the things we wear.	The students will demonstrate his knowledge as to how we get our clothing by role playing and dramatizing favorite scenes from the books about the clothing related jobs. Also, they may use creative dramatics to impersonate favorite job characters, as measured by the teacher's observation of the dramatizations and role playing.	Library Books, and other materials that are necessary for the dramatization or role playing.

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome & Evaluation	Resources
12. Filmstrips will be shown on "How We Get Our Clothing." (Singer Series.) (Correlation with Language Arts and Social Studies.) Always prepare students to see and study the filmstrip, by telling them the title and a brief over-view of its contents. Instruct students of major points or questions to particular attention during the showing. Prepare a chalkboard listing of new key words in filmstrip, and inform them of follow-up discussion at the conclusion.	The student will be shown filmstrips on "The Story of Cotton," "The Story of Leather," "The Story of Rubber," and "The Story of Wool." These filmstrips will be seen at the proper time, or when suitable for previous unit activities or at the conclusion of the unit. Student participation during showing will take place by reading the "Caption." Ask questions or call for student comments about various interest frames. Several students may be assigned to take special notice of a particular progress step in the story being viewed, or the key words in the filmstrip.	The student will display comprehension of some of the key words in the filmstrip, as they can correctly identify at least four or five key words. Also, the students will demonstrate comprehension associated with making clothes as they will compare or contrast the jobs with other jobs which they are familiar, as what they saw on the field trip. The teacher will list on the chalkboard the similarities and the variations, and they will be capable of correctly identifying at least three similarities and three variations.	Singer Series. How We Get Our Clothing. Projector and chalkboard.

OBJECTIVES

Grade Level 1

Career Education
Instructional Resource Unit

Behavioral Objectives

Cognitive:

a. The First Grade Class will gain in the knowledge, through class discussions, films, stories and resource people, the importance of occupations in caring for the forest and wildlife.
b. The class will comprehend, through caring for plants and a pet mouse, that all living things need attention and care. This will be measured by teacher observation.

Affective:

a. Through an oral quiz, the First Grade Class will place a value on the importance of our forests in beauty, ecology, and the importance of timber or wood in our lives.
b. They will respond to the importance of animal protection by listing different game laws; and by making bird feeders for the winter season. This will be measured by teacher observation.

Psycho-Motor:

a. Through imitation, the class will relate to the occupations involved in forest protection.
b. They will learn to manipulate camping equipment, doctor equipment, and some fireman's equipment. This will be measured by teacher observation.

SMOKEY AND THE JOBS TO PROTECT HIS FOREST

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resources
A visit from Smokey during Fire Prevention Week.	Class discussion on fire prevention.	Class will understand the importance of fire safety.	A-1. Smokey.
B-6. Film-Smokey the Bear.	Discuss the film.	Children will gain in knowledge of what causes fires and some ways to prevent them.	B-6. Film - Smokey the Bear.
What would you do if we had a fire?	Class discussion on the best route to leave the school; also plan an alternate route.	Children will gain in the comprehension of the safe route to follow in vacating the school.	
House map project, to correlate with art.	Class will draw maps of their homes and devise the routes to safety.	Children will gain in the knowledge of exits to safety.	
Class will write a short story to correlate with the Language Arts.	Class will create a story with direction from the teacher to be written on the instructional chart and to be copied by the class.	Class will organize in sequence the story to develop story telling techniques.	

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resources
Music Class will correlate with topic. Record.	Sing songs about the forest and learn Smokey the Bear.	Class will gain the knowledge of new songs taught and respond by learning and doing the gestures.	C-7. Smokey the Bear.
Film: Woodland Manners.	Class will discuss film.	Class will gain in the knowledge of camp safety.	B-2. Film - Woodland Manners.
Role play and cookout.	Class will go on a camping trip on the school grounds, with equipment provided by teacher and class-mates. The Homeroom Mothers will be needed to assist the teacher.	Class will respond to the duties they are assigned and learn to manipulate some of the equipment envolved.	Camping Equipment.

FOREST RANGER

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resources
Story - I Know A Ranger.	Class will discuss the story.	The class will evaluate the duties of a Forest Ranger to the needs of Smokey and his friends.	C-5. Story - I Know A Ranger.
Film - This Is Your Forest.	Discuss film.	The class will gain in the knowledge of the daily duties of a Forest Ranger.	B-1. Film - This Is Your Forest.
Write a story to correlate with Language Arts.	Class will compose a story about a Forest Ranger to be written on the board by the teacher and copied by the class. Discuss story. The class will work in groups of four, and draw different duties of a Forest Ranger of his day at work.	Class will apply their knowledge of the duties, of a Forest Ranger to write the story. Class will gain in the knowledge of the facilities of a National Park. The class will organize their work into types of duties performed by the Forest Ranger.	C-2. Story Mural Project.
Room Ranger For A Day.	Each student will have a turn of being Room Ranger and carry out the duties of the day.	The students will characterize the duties of a Forest Ranger and relate to their class room as a Room Ranger.	

GAME WARDEN

Motivation Techniques and Subject Correlation	Student Activity	Predicted Outcome	Resources
A visit from the Game Warden.	Class will listen to the guest and receive "handout" material from the guest.	Class will gain in knowledge the duties of a Game Warden and to understand why game laws have to be enforced.	A-3 Game Warden.
Make individual scrapbook on wildlife and correlation with art.	Each student will make a scrapbook on wildlife and label pictures they cut and paste.	The student will learn to manipulate scissors with better coordination and precision.	
Pet mouse.	Each student will take a turn in caring for the mouse.	Students will respond to the needs of the mouse in the daily care.	
Film: Wildlife and the Human Touch.	Discuss the film on the importance of improving the animals habitat.	The class will gain in the knowledge of the importance of the animals habitat and the role of the Game Warden in the protection of the animals.	B-3 Film: Wildlife and the Human Touch.
Bulletin board display.	Class will display pictures of animals that people hunt for food and for sport, and list pro and con reasons of the sport.	Class will analyze the hunting sport and analyze what animals are becoming extinct.	Bulletin Board.

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resources
Bird feeders.	Class will make bird feeders to use at home during the winter months One feeder will be placed outside the class window to observe birds using feeder.	Class will gain in the knowledge that some wildlife needs help to survive the winter. They will respond to the needs of the birds by filling the feeder.	
Role Play.	Students will act out the duties of the game warden and practice enforced laws.	The students will imitate the Game Warden and the hunters and the class will respond to the laws enforced.	

SMOKE JUMPERS

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resources
Film: Smoke Jumpers.	Discuss the film.	Class will gain in the knowledge of the importance of smoke jumper in large wooded areas.	B-4. Film: Smoke Jumpers.
Bulletin Board Display to correlate with art.	Class will make a display of equipment needed for sky jumping.	Student will learn to manipulate scissors with more precision.	
Visit from a Fireman.	Class will listen to the guest of the importance of his job and correlate his role to fire fighters of a forest.	Class will analyze the roles of the fireman and the smoke jumpers.	A-5. Visit from a Fireman.
Role play.	Class will act out a role of the smoke jumpers.	The class will imitate the role of the smoke jumpers and gain an understanding of their job.	

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resources
Make a poster asking question: Did you know a tree can get sick?	Class will discuss what could make a tree sick.	Class will gain in the knowledge that trees and plants need care.	
Story - "Trees."	Discuss story and bring in leaves to name.	Class will gain in the knowledge of different kinds of trees.	C-1. Trees.
Plant seeds.	Class will plant seeds and care for them by checking soil.	Class will gain in the knowledge that plants grow with proper care.	
Write a play.	Class will write a play to correlate with Language Arts. This will be written by the teacher on the instructional chart.	Class will organize their play sequence about a Tree Surgeon, and his job in the forest.	
Make Costumes.	Class will make costumes for the play. The play will have "sick" and "well" trees. Trees that have been diseased and trees after cured.	Class will imitate the duties of a tree surgeon, animal coctor, and a medical doctor.	

ANIMAL KEEPERS OR ZOO KEEPERS

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resources
Bring in stuffed animals.	Class arrange animals for display and decide what animals need when kept in zoos or reserves.	Class will gain in the knowledge of different animal needs.	
Film.	Discuss film to name animals kept in a reserve.	Class will gain in the knowledge of animals and needs.	B-3. Film: Wildlife and the Human Touch.
Story.	Discuss story and name different types of duties involved in caring for animals.	Class will gain in the knowledge of many occupations involved in animals care.	C-4. Story: "I Know a Zoo Keeper."
Field trip.	Class will take field-trip to Cornstalk to see the animals kept at reserve and learn why reserves are needed.	Student will evaluate the importance of reserves in comparison with zoos.	D-1. Corstalk.

BIBLIOGRAPHY

A. Resource People

1. Smokey the Bear - Local
2. Forest Ranger - Local
3. Game Warden - Local
4. Animal Keeper - from Cornstalk
5. Fire Fighters - Local

B. Films

1. This Is Your Forest
2. Woodland Manners
3. Wildlife and the Human Touch
4. Smoke Jumpers
5. We Go Camping - R299-Latta Co.
6. Smokey the Bear - Telephone Co.

U. S. Dept. of Agriculture available through State Film Libraries.

C. Books and Record

1. Trees - Podendork 1954
2. Lets Go to a National Park - 917.3
   Hamil (Lets Go Science and Nature Books)
3. I Know An Animal Doctor - 636,089
   Iritani 1970
4. I Know a Zoo Keeper
   Henriod (Community Helper Series)
5. I Know a Ranger - 353.3 - Buchheimer
6. National Geographic Magazines
7. Record - Smokey the Bear

D. Fieldtrip - Cornstalk

PEOPLE WHO WEAR HATS

First Grade — Public Service Occupations

Behavioral Objectives

Cognitive: The children will gain a knowledge of occupations in his immediate community, during the unit of study, "People Who Wear Hats," as measured by a booklet each child will develop with short stories and illustrations of the occupations that have been investigated.

Affective: The children will demonstrate a positive value, during the unit of study, toward "People Who Wear Hats," by taking an active part in role playing of these different occupations, as measured by teacher observation.

Psychomotor: The children will be able to imitate the jobs of various "People Who Wear Hats," thru role play activities, during the unit of study, as measured by teacher observation.

Motivation and Correlation	Student Activity	Predicted Outcome	Resources
Display a straw hat.	Class will discuss who would wear a hat of this kind and why it is helpful to the farmer.	The children will gain a knowledge of farming as an occupation.	See list 5.
Students will construct hat rack Art.	Students will each make and decorate his own hat rack.	Children will gain a knowledge of the purpose of a hat rack and why it is constructed in such a manner.	See list 5.

Motivation and Correlation	Student Activity	Predicted Outcome	Resources
Children will construct a hat. Art.	Children will make farmer's hats and hang them on their hat rack to be used in role play activities.	The child will imitate the teacher's method of folding, cutting and pasting.	See list 5.
Pupils will draw and discuss picture of a farm. Language Arts Art.	Without discussion the children will each draw a picture of a farm. After the drawings are completed each child will display their art work and discuss what they have drawn.	The students will gain a knowledge of different types of farms and farm products.	See list 5.
Teach the class "Old MacDonald." Music.	The students will learn the song and if necessary we will make our own verses to include all the farm animals the children have mentioned in their pictures and discussion.	The children will imitate sounds of various farm animals.	See list 6.
Teacher will read the story Animal Families. Language Arts.	After listening to the story the children will discuss animal families with which they are familiar.	The children will gain a knowledge of the proper names for members of animal families.	See list 3.
Children will play animal matching game. Language Arts.	The children will match tag board cards with pictures of mother animals with a picture of the baby animal belonging to that mother.	The child will recognize the different types of animals that farmers care for and why these animals are important to us.	See list 5.

Motivation and Correlation	Student Activity	Predicted Outcome	Resources
Students will learn the activity song "In the Barnyard." Music.	The class will learn and sing this activity song followed by a discussion of the uses of the animals found on a farm.	The children will imitate the different animals dancing to music.	See list 6.
Teacher will read the story "Hello Farm." Language arts.	The children will re-tell and act out the story.	The children will imitate the actions of the animals in the story.	See list 3.
Discussion of plants that grow on a farm. Display pictures. Language Arts.	The students will tell of the crops they grow on their farms and what they do with their products.	The students will synthesis different types of plants and how they benefit the farmer and the public.	See list 2.
View filmstrip "Plants We Use." Science.	The pupils will discuss how plants are grown and used.	The children will gain a knowledge of the uses of farm products.	See list.
The teacher will tell the story "The Magic Bag." Art.	After listening to the story each child will take some magic seeds from the magic bag and draw a picture of what he thinks the seeds will grow.	The students will respond creatively to the story.	See appendix.

Motivation and Correlation	Student Activity	Predicted Outcome	Resources
Students will construct a shamrock. Art.	The children will cut shamrocks from green terry cloth and discuss the definition of shamrock.	The child will learn to manipulate scissors while using bulky fabric.	See list 5.
Students will plant seeds. Science.	The class will plant lettuce seeds on their shamrocks on March 1st, to be transplanted into dirt on March 17th.	The children will develop a positive value toward the great care and tending involved in the occupation of farmer.	See list 5.
Children will sing "Rain." Music.	The children will learn and sing the song.	The class will develop an appreciative value toward the farmer, what he grows, and how he is affected by the weather.	See list 6.
Children will read the story "Beet Seeds." Language Arts.	The children will read the story and take turns asking and answering questions about what they have read.	The child will show a comprehension of what he has read.	See list 3.
Role play. Math.	The children will pretend they are the characters in the story "Beet Seeds." They will act as if they too are selling the crops they grew. They will create and act out story problems using as many different types of crops as possible.	The pupils will develop an appreciative value toward money.	See list 5.

Motivation and Correlation	Student Activity	Predicted Outcome	Resources
Creative story writing. Language Arts.	The class will compose, at the board, a story about the occupation of farmer. The children will copy the story on story book paper and illustrate the story; to be included in their booklet "People Who Wear Hats."	The child will creatively express a positive value toward the occupation of the farmer.	See list 5.
Class will view the filmstrip "Our Dependence On Wheat and Corn Workers." Science.	The class will view and discuss the filmstrip.	The children will gain an appreciative value toward corn and wheat workers.	See list 1.
Children will make picture of farmer. Art.	The children will color, cut, and paste a picture of a farmer to be included in their booklet "People Who Wear Hats."	The child will improve precision of eye-hand coordination.	See list 5.
Class will square dance. Physical Education.	The children will learn a square dance to the song "Planting Cabbage."	The class will properly imitate the dance steps presented by the teacher.	See list 6.
Teacher will read the story "Who Took The Farmer's Hat." Language Arts.	The children will listen to the story.	The students will respond verbally with appreciation of the feelings of the farmer toward his animals.	See list 3.

POSTMAN

Motivation and Correlation	Student Activity	Predicted Outcome	Resources
Display a postman's hat.	The children will discuss who wears this hat.	The child will gain a knowledge of the occupation of the postman.	See list 5.
Students will construct hat and bag. Art.	The children will make a postman's hat and bag to hang on their hat rack to be used in role play activities.	The child will imitate the teacher's method of folding, cutting, and pasting.	See list 5.
Class will sing "Hurrah the Postman is Here." Music.	The pupils will learn and sing the song.	The students will articulate the song and apply what they have learned about the postman to music.	See list 6.
Display picture - Discussion. Social studies.	The class will discuss the jobs of a postman and the difference between rural and city routes.	The children will develop a positive value concerning the postman.	See list 2.
Children will view the film strip "The Little Mailman of Bayberry Lane." Social Studies.	The class will discuss various types of mail.	The children will gain knowledge of the various messages sent by mail.	See list 1.
Children will write a letter. Language Arts.	The students will write a letter to Buddy, a character in their Weekly Reader, who writes to them each week.	The pupil will gain knowledge of the proper form of a letter.	See list 5.

Motivation and Correlation	Student Activity	Predicted Outcome	Resources
Display picture - Discussion. Science.	The children will discuss the various types of weather the postman must endure and the clothing necessary for each condition.	The class will gain an appreciative value of what this community helper must endure to serve them.	See list 2.
Play postman bag game. Math.	Teacher will pull various size, shape, and weight mail from the bag and the class will discuss the physical appearance of the mail.	The children will gain knowledge of size, shape, and weight.	See list 5.
Construct mailbox. Art.	Each child will make his own mailbox.	The child will use his naturalized artistic ability along with his knowledge of a mailbox to create a functional mailbox.	See list 5.
Role play. Language Arts.	The children will take turns being postman and returning graded papers to proper mailboxes.	The child will develop a naturalized ability to read his classmates names.	
Relay race Physical Education.	The children will play "Mailbox Relay Race."	The child will gain precision in his ability to run a relay race.	See list 4.
Write letters. Language Arts.	After a discussion of addresses children will pair off and write letters to each other to be mailed on the field trip.	The child will gain a knowledge of the information a postman must have to deliver the mail. Each child will know his own address.	See list 5.

Motivation and Correlation	Student Activity	Predicted Outcome	Resources
Discussion.	The pupils will discuss the rules that must be followed when the class takes a field trip. The children will prepare questions to ask when they visit the post office.	The children will apply the rules to the field trip.	
Field trip.	The class will tour the local post office.	The children will be made cognizant of the occupational area and procedures of the postman.	Local post office.
Write letters. Language Arts.	The children will write thank you letters to the post office.	The class will demonstrate application of proper writing skills.	See list 5.
Creative story writing. Language Arts.	The class will compose, at the board, a story about the occupation of postman. The class will copy and illustrate on story book paper; to be included in their booklet "People Who Wear Hats."	The child will creatively express a positive value toward the occupation of the postman.	See list 5.
Children will make a picture of the postman. Art.	The children will color, cut, and paste a picture of a postman to be included in their booklet "People Who Wear Hats."	The child will improve precision of eye-hand coordination.	See list 5.
Lost letter game. Physical Education.	The class will learn and play the game "lost letter."	The children will imitate the actions of the mailman.	See list 4.

FIREMAN

Motivation and Correlation	Student Activity	Predicted Outcome	Resources
Display a fireman's hat.	The class will discuss to whom the hat belongs and what his job entails.	The class will gain knowledge of the occupation of fireman.	See list 5.
Construct fireman's hat. Art.	The children will make firemen's hats and hang them on their hat rack to be used in role play activities.	The child will imitate the teacher's method of folding, cutting, and pasting.	See list 5.
Sing "The Firetruck." Music.	Children will learn and sing the song.	The class will gain knowledge of the equipment needed by the fireman.	See list 6.
Finger play - Role play. Language Arts.	After learning the finger play "Five little Firemen" the children will retell the story by role play.	The children will develop a positive value toward the fireman and his way of life.	See list 3.
Film strip "The Fire House." Discussion. Social Studies.	The class will view the film strip and discuss their feelings about what they saw.	The children will show comprehension of where and how a fireman lives.	See list 1.
Discussion.	The pupils will review rules for a field trip and discuss questions they want to ask when we visit the fire station.	The children will apply the rules to the field trip.	
Field trip.	The class will tour the local fire station.	The children will be made cognizant of the occupational area and procedures of the fireman.	Local fire station.

Motivation and Correlation	Student Activity	Predicted Outcome	Resources
Write letters. Language Arts.	The children will write thank you letters to the fire department.	The class will demonstrate application of proper writing skills.	See list 5.
Sing "The Little Red Engine." Music.	The students will learn and sing the song.	The children will increase their musical knowledge.	See list 6.
Children will make picture of fireman. Art.	The class will color, cut, and paste a picture of a fireman to be included in their booklet.	The students will improve precision of eye-hand coordination.	See list 5.
Creative story writing. Language Arts.	The class will compose, at the board, a story about the occupation of fireman. The class will copy and illustrate on story book paper; to be included in their booklets.	The child will creatively express a positive value toward the occupation of fireman.	See list 5.
Film strip "Firemen at Work." Social Studies.	The children will view and discuss the film strip.	The class will gain knowledge of the responsibilities and duties of an average fireman.	See list 1.

Motivation and Correlation	Student Activity	Predicted Outcome	Resources
Teacher will read the story "Fireman Fred." Health and safety.	The children will listen to the story then discuss fire prevention; what steps to take at home and at school in case of fire.	The children will gain knowledge of what to do at home and school to prevent fire and in case of fire the procedures that must be followed.	See list 3.
Fire drill. Health and safety.	After discussing fire procedures at school the class will participate in a fire drill.	The class will gain a naturalization of what to do in case of fire at school.	

POLICEMAN

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Motivation and Correlation	Student Activity	Predicted Outcome	Resources
Display a policeman's hat.	The class will discuss to whom the hat belongs and what his job entails.	The children will gain knowledge of the occupation of policeman.	See list 5.
Students will construct hat. Art.	The children will make a policeman's hat to hang on their hat racks to be used in role play activities.	The child will imitate the teacher's method of folding, cutting, and pasting.	See list 5.
Finger play. Role play. Language arts.	The children will learn the finger play "Five Strong Policemen." The class will re-in-act the story.	The pupils will gain knowledge of the various jobs of a policeman.	See list 3.
Film strip "Policemen at Work." Social Studies.	The class will view the film strip and discuss the various jobs of a policeman and the equipment he needs to do them effectively.	The studerts will gain knowledge of the equipment needed by the policeman.	See list 1.
Role play. Language arts.	The class will read the play "A Policeman Helps" after becoming familiar with the story they will act out the parts and prepare a program to present to the primary classes.	The children will imitate the parts of the play as presented in the book.	See list 3.
Letter writing. Language arts.	The pupils will write invitations to the primary classes asking them to attend the policeman program.	The children will display application of proper writing skills.	See list 5.

Motivation and Correlation	Student Activity	Predicted Outcome	Resources
Role play. Social Studies.	Several children will dress as postmen and deliver the invitations.	The students will imitate jobs of the postman.	Postman's hat and bag.
Resource person.	A policeman will visit the school and talk with the children about his occupation. He will also give the class a tour of his car and explain how the equipment helps him do his job.	The children will gain knowledge of the policeman as a friendly person.	Policeman.
Creative story writing. Language Arts.	The class will compose, at the board, a story about the occupation of policeman. The class will copy and illustrate on story book paper; to be included in their booklet.	The class will creatively express a positive value toward the occupation of policeman.	See list 5.
Children will make a picture of a policeman. Art.	The children will color cut, and paste a picture of a policeman to be included in their booklet.	The child will improve precision of eye-hand coordination.	See list 5.
Film Strip - "Larry Helps the Police." Social Studies.	The class will view and discuss the film strip.	The class will gain a knowledge of how they can help the police.	See list 1.

CONCLUSION

Motivation and Correlation	Student Activity	Predicted Outcome	Resources
Discussion.	The class will discuss how these occupations work together.	The students will respond with an understanding of occupations in the unit of study.	
Game "Who Am I" - Role play.	The class will play the game.	The students will imitate the workers in the occupations studied.	See list 4.
Design book cover. Art.	The pupils will design a cover for their booklet "People Who Wear Hats."	The students will respond creatively with art media.	See list 5.
Role play. Music - Art - Language Arts.	The class will prepare a program about "People Who Wear Hats" to present at a P.T.A. meeting.	The children will imitate roles of studied occupations.	

LIST 1

Filmstrips -

Material Center

1. "Our Dependence on Wheat and Corn Workers"
2. "Post Office Workers"
3. "The Little Mailman of Bayberry Lane"
4. "The Fire House"
5. "Fireman at Work"
6. "Larry Helps the Police"
7. "Policeman at Work"

Rio Grande College Library

1. "Plants We Use"

LIST 2

Pictures -

Material Center

SVE Picture Story Study Prints

1. Postal Helpers
2. Fire Department Helpers
3. Police Department Helpers

LIST 3

Children Selection

Books

1. Barr, Jean, Fireman Fred, Chicago, Ill. Albert Whitman and 1952.

2. Blue Book, "Beet Seeds," LaSalle, Ill. Open Court Publishing Co. 1972.

3. McIntire and Hill, Billy and His Friends, "A Policeman Helps", Chicago, Ill. 1965.

4. Nodset, Joan, Who Took the Farmer's Hat?, New York, 1963.

5. Scott-Thompson, Rhymes for Fingers and Flannel Board, "Five Little Firemen" and "Five Strong Policemen", New York, Mc. Graw-Hill Book Co. 1960.

6. Weil, Ann, Animal Families, U.S.A. Children's Press, 1956.

Magazines

1. "Instructor", Hello Farm, April, 1970.

LIST 4

Games

1. Mail box relay -
Each child has a letter and runs to a mailbox, mails the letter, returns to his team, tags the next runner and the game continues.

2. The lost letter -
Variation of drop the handkerchief.

3. Who am I?
One child imitates a worker and the rest of the class tries to guess who he is.

LIST 5

Miscellaneous

1. Farmer ditto
2. Fireman ditto
3. Postman ditto
4. Policeman ditto
5. Scissors
6. Construction paper
7. Drawing paper
8. Story book paper
9. Writing paper
10. Envelopes
11. Glue
12. Crayons
13. Paint and brushes
14. Shoe boxes
15. Pennies, nickles, and dimes
16. Green terry cloth
17. Lettuce seeds
18. Tag board
19. Old magazines
20. Various size, shape, and weight mail

LIST 6

Music

1. Making Music Your Own I — County text

   a. "In the Barnyard" p. 114
   b. "Rain" p. 108
   c. "Planting Cabbage" p. 90

2. Making Music Your Own III — County text

   a. "Hurrah the Post is Here" p.6

3. The Small Singer

   a. "The Firetruck" p. 98
   b. "The Little Red Engine" p. 98

4. "Old McDonald"

5. See appendix for extra music.

TRANSPORTATION

Level One

1. Children will respond to scheduling as means of organized travel.
2. Children will have knowledge of the many types of transportation.
3. Children will be able to construct their own transportation vehicles and roads.

Motivation	Student Activity	Predicted Outcome and Measurement	Resources
Filmstrip - "The Story of Transportation."	Song - The New River Train. Science - Discussion of wheels.	Pupils have an understanding of how transportation has changed as measured by teacher-children discussion.	See list B VTE K-3 Manual.
Large transportation pictures on display.	Art and Spelling - Mural - Depicting the many different kinds of transportation, label each--spell correctly.	Pupils will value transportation and its effects on society as measured by teacher observation.	Study prints from material center. Vocabulary words from unit.
Poem - "There Are So Many Ways Of Going Places."	Art and Math - Construct transportation vehicles from cardboard. Each child plans an imaginary trip.	Pupils can choose the best way of traveling or shipping as measured by figuring time and mileage.	See VTE K-3 Manual.
Transportation books on display.	Social Studies and Reading - Discuss pictures and read stories. Weather permitting - go outside, make roads and use constructed vehicles.		See VTE K-3 Manual. List #2.

Motivation	Student Activity	Predicted Outcome and Measurement	Resource
Filmstrip - "Our Dependence on Transportation workers."	Discuss the need for transportation workers.	Pupils can tell how transportation has made life easier.	See List 2.
Bus driver talks to pupils about time schedules.	Math and Music - Pupils learn to read bus schedule and learn song, "The Driver on the Bus."	Pupils can now read their posted bus schedule as measured by answering questions asked by the teacher.	Resource person.
Ticket agent visits classroom or show slides on the ticket agent's job.	Math - Construct ticket office and sell tickets.	Pupils learn how tickets are purchased as measured by questions they ask the resource person.	Resource person.
Small locks on display if possible. Prepare for field trip to locks--discussing safety rules and showing safety posters.	Social Studies - Visit river locks. Sack lunch if possible.	Pupils gain first hand knowledge of how locks operate, and why they are needed as measured by teacher observation.	Field trip.

Teacher and children work on experience charts together after field trip to the locks.

BIBLIOGRAPHY

Knight, Clayton, Big Book of Real Helicopters. Grossett and Dunlap.

Mason County Schools. Vocational Education Teacher's Instructional Manual K-3. Pt. Pleasant, W. Va.

Zaffo, George, Big Book of Airplanes. Grossett and Dunlap.

Zaffo, George, Big Book of Boats and Ships. Grossett and Dunlap.

Zaffo, George, Big Book of Real Trains. Grossett and Dunlap.

Zaffo, George, Big Book of Real Trucks. Grossett and Dunlap.

FILMSTRIPS

Eyegate, "Our Dependence on Transportation Workers," Mason County Board of Education Materials Center.

Eyegate, "The Story of Transportation," Mason County Vocational Education Teacher's Manual K-3.

POEMS

"There Are So Many Ways of Going Places," Mason County Vocational Education Teacher's Manual K-3.

THE FARM AND COMMUNITY HELPERS

First Grade

The Major Objectives of this Unit are:

1. To increase the childs understanding of the people who provide a community service.
2. To enrich the child's experiences.
3. To enlarge the child's vocabulary.
4. To foster good citizenship.
5. To develop an individual interest in the tasks of others.
6. To provide an appealing tool for learning.

Motivation Techniques	Student Experiences	Predicted Outcomes	Resources
The Farm. Large mural on board. Talk about the different animals on the farm and how the farmer helps us.	Sandbox farm mural; picture of the farm and the animals. Make bulletin board of the farm. Play game: Farmer in the Dell.	That the children will have a better understanding of the farm and how the farmer helps in their health and well being.	Records - "Farmer in the Dell," "Old McDonald"; Stories and Poems.
Study animals and uses of each. Cow-make butter, let them taste it an hope to make cheese. Horse, Dog, and Cat.	Sing "Old MacDonald" and let each child imitate the animal as he is pointed too.	That the child will know that animals have a use and that they do help people.	Use clay to make animals. Fingerplays with Flannel Board. Poems.
Gas station attendants talk about how we need the gas stations, the attendants and their duties.	Make gas station along the road, display the attendant.	The child maybe able to decide if he wants to work in a gas station and that gas stations create more jobs for them.	Poems and movies.

Motivation Techniques	Student Experiences	Predicted Outcome	Resources
School teacher talk about the responsibilities teachers have in teaching child to get an education and how they can help by helping the teacher.	Teacher is displayed on mural child may dress like teacher and help older children.	The children realize the teacher's job isn't all play and no work. By helping they may want to become teachers.	Poems and movies.
Restaurant workers - Show how the sanitation department works with the health department in keeping our food good and healthy.	Display restaurant workers at a place of business where open food is sold.	Let the child help serve sometime and they will have a better understanding of the responsibilities and duties in handling food.	Poems.
Church workers, Supermarkets, Doctors, Nurses, Health Departments and Dentists, Fire Department, Banks, Policemen, Road workers and Mailmen.	Each of the following is being displayed along their line of duties from the "Farm" on Crab Creek Road to our city of Point Pleasant, W. Va.	That the children will see the necessity of having helpers in our community.	Any sources that pertain to the helpers we are studying.

SOURCES FOR TEACHER TO USE

Books

On The Farm	Dolch
It Is A Big Country	Gates, Huber, Salisbury
Let's Go To The Library	Naomi Bucheimer
Let's Go To A Post Office	" "
Let's Go To A Dentist	" "
A Visit To The Hospital	Francis Chase
Let's Go To A Fire House	Naomi Buchheimer
Let's Go To A Bank	Laura Sootin
Let's Go To A Bakery	Naomi Buchheimer
Let's Go To A Supermarket	J. M. Goodspeed
Let's Go To A Clothing Store	Harry Lazarus
Let's Go To A Newspaper	Laura Sootin
Let's Go To A Television Station	Naomi Buchheimer
Let's Go To A Policeman Station	Laura Sootin

CHILDCRAFT, VOL. I, II, VI, IX

Records

Farmer-In-The-Dell
Old MacDonald Had A Farm
Wheels on the Bus
Fire Engine
The Postman
Funland Fun Song and Other Animal Stories
Ralph and the Fire Engine

COMMUNITY HELPERS

Filmstrips

Fireman on Guard
Postman-Rain or Shine
Policeman-Day and Night
Health-You and Your Helpers

The Country School
Policeman At Work
Larry Helps The Policeman
The Fire House
Fireman At Work
Post Office Workers

Many more can be obtained pertaining to Community Helpers

Magazines

Instructor
Grade Teacher

Films

Sparky; The Colt
Fred Meets A Bank
The Little Rooster Who Made The Sun Rise
Appreciating Our Parents

TEACHING UNITS

FOR

LEVEL TWO

TEACHING UNIT

LEVEL TWO

Title: Office Workers

Overview: Increase awareness of people who work in offices and their duties. At this level the unit would probably tend to be a short one, however, if the students show a great deal of interest in the area, don't hesitate to increase its length and scope.

Motivation Techniques	Student Experiences	Predicted Outcomes	Resources
Class discussion.	Discuss workers in the office.	Awareness of occupations.	
Office machines.	Discuss how the machines work how they make work easier, training needed to operate machine.	Increase awareness of requirements of occupations.	
Resource people: 1. School Secretary. 2. School Aide. 3. Bookkeeper. 4. Filing Clerk. 5. Student who is taking business classes in high school.	Discuss questions to ask resource people: 1. What kind of work do you do? 2. Any extra training? 3. Do you continue training? 4. How much do you earn? 5. Would you like to make more? 6. Would you rather do some other kind of work?	Awareness of requirements, training, and other aspects of office personnel.	See list A. See list C.

Write thank you letters to Language Arts Correlation and Resource People.

TEACHING LEVEL TWO

Title: Who Works at the Hospital?

Overview: To help the children gain an understanding of the workers who are employed at a hospital, their duties their responsibilities. Also, to expose the children to the medical professions, in regard to hospital related jobs, and allow the children the opportunity to judge these vocations as possible vocations they might be interested in.

Motivation Techniques	Student Experiences	Predicted Outcomes	Resources
Posters or pictures of various hospital workers.	Student discuss where these people work, what kind of work they do, etc.	Students are able to recognize the various employees of a hospital.	See list C.
"	Students continue to discuss what contact they have had with these people and how they have helped them.	Students develop appreciation of the services and contributions of these workers.	
	Students make booklets of "When I Was Sick" (or experience chart).	Correlate with Language Arts and Art.	
Pictures and/or medical instruments, medicine and machines.	Students discuss how the various items are used to help people.	Students begin developing awareness of skills for various medical occupations.	See list C.
Have resource person talk to group (don't limit this to just doctors and nurses) e.g.: 1. Emergency personnel. 2. Lab Technician. 3. Nurses Aide. 4. Druggist. 5. Doctor 6. Nurse.	Prepare questions to ask the resource person, e.g.: 1. Duties. 2. Training 3. Difficulty of work.	Students gain factural knowledge in regard to questions asked.	
Committee work - Students can inquire and report on workers of the hospital.	Researching and reporting - Draw pictures after reporting.	Students increase ability to find own information and to work in groups.	See list A. See list B.

Motivation Techniques	Student Experiences	Predicted Outcomes	Resources
Write thank you note to resource person or anyone who has been of special help to committee.	Writing of thank you letter.	Correlated with Language Arts and English.	
Some of the preceding might be substituted for a field trip to the hospital.	Student discuss field trip and list things they want to learn. Students write thank you letters after field trip.	Correlate with different occupations already discussed by class. Language Arts.	
Role play - Hospital staff (can use dolls for some role playing).	Students take various roles within the hospital: e.g., one student is a patient how would the other workers in the hospital come in contact with him.	Increase awareness of occupational duties of various workers.	
	Committee work: 1. Write a story about the hospital workers. 2. Build a hospital. 3. Make scrapbook of hospital supplies. 4. Construct hospital equipment. 5. Make first-aid kits.	Culminating activity - Shows information students have gained through study.	

TEACHING UNIT

LEVEL TWO

Title: Who Are Community Helpers?

Overview: The main concern during the first four years of school (K - 3) is the child's relationship to the community. From this general concern emphasis can be placed on the different workers within the community and the child can thus gain an insight into a vocation of interest to him. This unit is the beginning, if the children show an interest in a certain area, or occupation, devote more time to that occupation. This is meant only to be guide, you know your children's needs and can adapt it to meet those needs.

Motivation Technique	Student Experience	Predicted Outcomes	Resources
Activities.	Activity for each occupation: e.g., mailbox - mailman traffic directing policeman banking - banker.	Appreciation of job involvement.	
Role playing.	Let students take classroom duties which are similar to occupational duties: e.g., mailman - pass out papers banker - collect money teacher - help slower students librarian - in charge of class library.	Increased awareness of job duties and responsibilities.	

Motivation Technique	Student Experience	Predicted Outcomes	Resources
Planned environment- Pictures, posters, and bulletin boards.	Awareness of various job classification: e.g., mailman - teacher librarian - storeman policeman - banker.	Awareness of workers within community.	See list C.
Class discussion.	List people who do work for us within community.	Previous list will increase.	See list B.
Class discussion.	Discuss generally what these people do for us, how they help us.	Awareness of service of others.	See list A.
Committee work.	Students divide into groups of interest to study work of various community helpers.	Beginning of factual knowledge concerning occupations of community helpers.	
Committee reports.	Researching and reporting to others of knowledge learned. Part of each groups assignment would be to devise an activity for the class to do that would help the class understand the duties of that particular worker.	Students gain in ability to find information. Students gain in ability to communicate information to others. Students are creative in planning activity.	
Films.	Discussion of films.	Increase awareness of occupation.	See list B.

RESOURCES

The following lists are meant to be an aid in choosing resource material for units on Vocational Awareness. The lists are by no means complete but they can serve as a beginning point.

List A

"I Know" Series: Putnam
The "Come To" Books: Reilly
Community Helpers Series: Whitman
The "True Book" Series: Childrens
The How to Work With Us Books: Childrens
The How We Work Together Series: Follett
I Can Read Books: Harper
The "I Want To Be" Books: Children's Press
Look! Read! and Learn! Books: Melmont
Mike Mulligan and His Steam Shovel: Houghton Mifflin
The Little House: Houghton Mifflin

List B

Filmstrips

From McGraw Hill:
- Community Health Series
- Community Helpers Series
- Community Series: Communications Series
- Children's World Series
- School Helpers Series
- Ways We Travel Series

From Eye Gate:
- The American Farmer and Our Food Supply
- My Mother Has a Job
- The Story of Transportation
- The Story of Communication
- Some Neighborhood Helpers
- Our Neighborhood Workers
- Workers for the Public Welfare

S. V. E.:
- Community Workers and Helpers
- Living with your Family
- Getting to Know Me
- True Book of Community Helpers
- How We Get Our Foods
- How We Get Our Clothing
- How We Get Our Homes

S. V. C. Multi-Media Kits:
Home and Family Living
Community Helpers
Food and Food Helpers
Family and Community Life
Transportation

List C

Study Prints

S. V. E.:
Community Helpers
Urban Life

List D

Film Loops

S. V. E. - 8mm.:
The Story of Milk
Personal Cleanliness

List E

Records

S. V. E.:
The Child and His World

List F

Shortstrips

Encyclopedia Britannica:
Communication
Transportation

Grade Level 2 Transportation Occupations

Behavioral Objectives

1. The children will gain knowledge about the importance of air transportation to our lives. Their knowledge will be displayed through bulletin boards, models, drawings, and stories, both oral and written.
2. The children will place a value on the workers and jobs involved in air transportation. The teacher will measure this through the roles they choose in role playing.
3. The children will build an imaginary airplane using primary chairs for seats and cardboard boxes. Each child will take a different role such as pilot, copilot, stewardess, steward, baggage carrier, fuelers, dispatchers, cargo loaders, ticket agents, and the rest of the children will play passengers. They will be able to play these roles with an acceptable amount of accuracy as judged adequate by the teacher.

AIR TRANSPORTATION

Motivation Techniques and Subject Correlation	Student Activity	Predicted Outcome and Evaluation	Resources
Introduction of Air Transportation and it's importance. The teacher will discuss key words such as airplane, jet, helicopter, and spaceship. (Correlated with English, Social Studies, and Science.)	The pupils will make use of model kits and learn to distinguish the air transportation vehicles from land and water vehicles. The pupils will also learn to distinguish the different parts of each model.	The pupils will be able to comprehend the many different air transportation vehicles from one another as considered adequate by the teacher.	Model Kits, Childcraft Book Attachment, Key Words and Meanings, and the True Social Studies Library.
Class Discussion - The class will discuss how air transportation came about. The class will also discuss the above key words along with it's jobs and workers. (Correlated with Language Arts, learning to hold an organized discussion and listing.)	The pupils will discuss the various jobs having to do with air travel. The pupils will make a chart of all jobs and workers they can think of.	The pupils will gain the knowledge of the jobs and workers and their importance to every day air travel. The pupils will be able to name at least five air travel related jobs and their workers without looking at the chart.	Chart Paper or Poster Board, Colored Markers, Paint, or Crayons.
Group Construction of a Poster. (Correlated with English and Art Skills.)	The pupils will work together to make a poster illustrating the different air transportation vehicles.	The pupils will become more aware of the many varieties of air transportation vehicles. The teacher will measure this through the outcome of the finished poster.	Poster Board, Magazine Pictures, Coloring Book Pictures, Pamphlets, Colored Markers, Paint, and Crayons.

Motivation Techniques and Subject Correlation	Student Activity	Predicted Outcome and Evaluation	Resources
Films on Air Transportation. The pupils will observe these films at different times throughout the teaching of this unit. (Correlated with English, Science, and Social Studies.)	The pupils will observe these films throughout the unit. The pupils will associate the workers with their jobs, and be able to see for themselves how dependent people are who work for the companies.	The pupils will learn the value of air transportation and shall be able to see how the workers and their jobs fit together. The pupils will be measured through their unit activities as judged adequate by the teacher.	Projector, and Film Attachment.
Role Playing. (Correlated with English and Social Studies.)	The pupils will act out different occupations. The pupils will also pick out a job they find interesting and make their own picture book, showing what they would do and what they would look like if they worked at this job.	The pupils will show their knowledge of air transportation and it's workers by imitating different workers. The pupils will also show their knowledge of air transportation by the finished outcome of the story books. This will be measured by teacher observation.	Old Clothing, Hats, Shoes, and other wearing apparell that would be appropriate for their job, construction paper, white typing paper, stapler and staples or fastners, colored markers, pencils, pens and crayons.

Motivation Techniques and Subject Correlation	Student Activity	Predicted Outcome and Evaluation	Resources
Introduce some history of Air Transportation along with the first men to attempt to build and fly air vehicles. Introduce new key words such as friction, rudder, propeller, wing, elevator, rudder, aileron, fuselage, tin and stablizer, and any other words that are brought up in the introduction. (Correlated with History and English.)	To be able to listen attentively and be able to discuss the topics and key words.	The pupils will gain the knowledge of new vocabulary along with learning the value of Transportation History and how it came about. This can be measured by teacher observation of the pupil's interest.	Key Word Attachment, and Childcraft Encyclopedia Attachment.
Bulletin Board Project and Table Display. (Correlated with English and Art Skills.)	The pupils will title the bulletin board and layout the table display with teacher observance.	The pupils will respond to the ideas of how to display an effective and teaching bulletin board and table project. This will be measured by teacher observation.	Bulletin Board Material, Model Kits, Felt Cut-outs and Pictures.
Quiz - This is to be given to see how much the pupils are understanding the unit.	The pupils will take the quiz and conduct themselves according to the teacher.	The pupils will have comprehended enough information to pass the quiz with 85% accuracy, as measured adequate by the teacher.	Use the Quiz Attachment.

Motivation Techniques and Subject Correlation	Student Activity	Predicted Outcome and Evaluation	Resources
Storytime - Library Book Table. The teacher will set aside a certain time each day for storytime. (Correlated with Reading, Language Arts, and Social Studies.)	The pupils will have a a variety of books on the table to read and exchange about air transportation. The teacher will also read to them at storytime. After reading some material the pupils will construct a storybook about a worker whose job is of interest to them.	The pupils will apply their knowledge of air transportation at story-time to construct a good storybook. The success of this project will be measured through the finished story books.	Book Attachment, construction paper, typing paper, colored markers, pencils and crayons.
Prepare for a field trip. (Correlated with Langauge Arts and Social Studies.)	The pupils will form committees to prepare for the field trip. The committees will prepare a list of things to watch for while on the trip. Each committee will decide on a speaker for their group to ask questions while on the trip. The teacher will also talk about manners and their importance.	The pupils will apply their knowledge of air travel to what they see during the the field trip and compare this. This will be measured through teacher observation.	Paper for listing, colored markers, pencils, and Childcraft Vol. 9 page 272.

Motivation Techniques and Subject Correlation	Student Activity	Predicted Outcome and Evaluation	Resources
Field Trip.	The pupils will visit an airport. The pupils will stay in groups and be prepared to ask questions. The pupils will compare their knowledge of what they know to what they are seeing at the airport. The pupils will take note of all the workers and their jobs.	The pupils will gain first-hand knowledge of the jobs involved. This will be measured by the teacher listening to the conversations on the return trip.	Bus and chaperones.
Follow Up - (Field Trip).	The pupils will construct a model airport from cardboard boxes and clay for a small table display to show an airport and what the workers who work there do.	The pupils will apply their knowledge of how an airport looks to enable them to construct a more life-like model airport. This will be measured through teacher observation.	Cardboard boxes, clay, glue, colored markers, colored paper, and any other art supplies needed.
Resource Persons. (Correlated with Language Arts, listening, questioning and discussion skills.)	The pupils will listen attentively to the Resource Persons throughout the unit. The Resource Persons will present some type of visual aid to the class along with a lesson. They will discuss their job and be available for questions.	The pupils will gain the knowledge of what each Resource Person's job really is and how it relates to air travel.	Film Projector, and any other materials needed by the Resource Person.

Motivation Techniques and Subject Correlation	Student Activity	Predicted Outcome and Evaluation	Resources
Follow Up - (Resource Person). (Correlated with Language Arts, Art, and Classification.)	The pupils will gather pictures of air transportation vehicles and make a booklet showing the jobs related to them.	The pupils will become more aware of the jobs connected with air travel. This will be measured by the outcome of the finished booklets.	Pictures from books, magazines, crayons, paint, paste, and colored construction paper for booklets.
Art Project - (Paper Folding). (Correlated with Art.)	The pupils will construct Loop-the-Loop; the paper plane.	The pupils will apply the directions of the paper plane and manipulate the paper with enough accuracy to construct a plane which will fly.	See paper folding attachment, colored construction paper, pencils, scissors, colored markers, paper clips, gummed stars, and crayons.
Activity Booklet. (Correlated with English, Language Arts, and Art.)	The pupils will construct an activity booklet. They will put together a summary of everything that has been done on this unit into this booklet. Summaries of field trip, Resource Persons, picture drawings, and other material will be included in this Activity Booklet.	The pupils will be able to apply their knowledge of the unit in this activity booklet. The teacher will evaluate the pupils by their finished Activity Booklet.	Construction paper, crayons, colored markers, typing paper, and any other material that is needed.

Motivation Techniques and Subject Correlation	Student Activity	Predicted Outcome and Evaluation	Resources
Preparation for Role Playing.	The pupils will begin to bring the materials and get the things ready to build the imaginery airplane at an airport.	The pupils will begin to organize the project now coming up. This will be measured through teacher observation.	Old cardboard boxes, primary chairs, old suitcases, play money, tickets, old clothes, hats and paint.
Role Playing.	The pupils will construct an imaginary airplane and an airport.	The pupils will be able to apply their knowledge well enough to be able to imitate the different workers. They will be able to play these roles with an acceptable amount of accuracy as judged adequate by the teacher.	The imaginary plane with the primary chairs and a ticket booth made from boxes.

QUIZ ATTACHMENT

The children will number their papers from 1-20. They will write T or F as the teacher reads the question.

1. Airplanes use their wings to fly like birds. False
2. Pilots and copilots operate airplanes. True
3. Air transportation is moving from one place to another by water. False
4. A car travels by air. False
5. Stewards and stewardesses work on airplanes, to make people comfortable. True
6. An airport is a place where pilots live. False
7. A passenger is a person who rides along. True
8. A helicopter travels by air. True
9. Many people travel by air. True
10. It is faster to travel by land than air. False
11. Airplanes don't really need engines. False
12. A stewardess drives the airplane. False
13. A space ship works like an airplane. False
14. Helicopters can land on buildings. True
15. Space Rockets have gone to the moon. True
16. A helicopter pilot operates a Space Rocket. False
17. Mechanics work on the engines of airplanes. True
18. Jets and airplanes are somewhat alike. True
19. People who work for airlines earn no money. False
20. Anyone who studies hard enough can do some kind of work in the Air Transportation field. True

FILM ATTACHMENT

From the Materials Center:

Our Dependence on Transportation Workers - C-430.

Air Transportation - 36 G-1 231.

Airplanes and How They Fly - 16 E-1 43-H.

Goodyear Films:

The Flight of Apollo 15 - Vol. 14 Issue 1 A-60.

Flight To The Moon - Part I and Part II - #2878A and #2878B.

Manned Space Flight In The 1970's - #3013.

Latta's Filmstrips:

Airport Service

141-1 The Metropolitan Airport.
141-2 Air Passenger Service.
141-3 Air Cargo Service.
141-4 Air Safety.
141-5 Airport Workers.
141-6 The Community Airport.

The Story of Transportation

Airplanes.
Jets and Rockets.

BOOK LIST ATTACHMENT

What Happens When You Travel By Plane - Shay.

I Know An Airplane Pilot - Stanek.

The True Book of Airports and Airplanes - Lewellen.

The True Book of Flight - Beales.

The True Book of Transportation - Poswell.

Let's Go To An Airport - Sootin.

Let's Go To A Rocket Base - Chester.

Let's Go On A Space Trip - Chester.

I Want To Be An Airplane Hostess - Green.

I Want To Be A Mechanic - Green.

I Want To Be A Space Pilot - Green.

Come To Work With Us In An Airport - Wilkinson.

Come To Work With Us In An Aerospace Complex - Wilkinson.

Little Airplane - Lenski.

I Know An Astronaut - Rubinger.

This Is An Airport - Baquell

Railroad Engines and Pilots, What Do They Do? - Green.

Airplanes - Victor.

Aircraft U.S.A. - Jacobs.

Airports U.S.A. - Jacobs.

Big Book of Real Helicopters - Knight.

Astronautics - May.

Beginners Guide To Building Model Airplanes - Lopshire.

Book of Moon Rockets For You - Branley.

BOOK LIST ATTACHMENT

TRUE SOCIAL STUDIES LIBRARY

Vol. 4 Transportation pages 38-42.

Vol. 14 Flight pages 5-48.

CHILDCRAFT

Importance of Air Transportation -

Vol. 6 pages 4-19.
Vol. 10 pages 250-259.

History of Air Transportation -

Vol. 11 pages 256-260 Samuel Langley.
pages 308-315 Charles Lindberg.
pages 316-321 Robert Goddard.
pages 336-341 Amelia Earhart.

PAPER-FOLDING ATTACHMENT

Loop-the-Loop, The Paper Plane

1. Fold the paper in half the long way.
2. Draw an airplane with wings and a tail on it. See pictures.
3. Draw a line about an inch away from the fold of each side the full length of the paper. See pictures.
4. Cut-out the airplane, do not cut the fold.
5. Spread out the airplane and put the gummen stars on the wing tips.
6. Refold the airplane. Now fold each wing down along the line drawn on it.
7. Add a paper clip the the nose. You can change the flight of the airplane by changing the wing shapes and adding another paper clip to the nose.

COMMUNICATION

Grade 2 — Communication and Media Occupations

Behavioral Objectives

1. The child will gain a knowledge of the various ways of communication after completing this unit on communication as measured by student participation in a class discussion.
2. The child will value the different tasks performed by people involved with communication after observing the workers in their own environments and being measured by teacher observation.
3. The child will be able to imitate selected workers in performing their appropriate tasks as measured by their performance in role play situations.

Motivational Techniques and Subject Correlation	Student Activity	Predicted Outcome	Resources
Class Discussion.	Discuss role of communication in our society.	The child will gain a knowledge of communication modes in our society after discussing the topic in class and being measured by his participation.	
Bulletin Board.	Collect pictures of different ways of communication.	The child will be able to imitate the teacher by constructing a bulletin board after discussing the ways of communication suggested by the pictures and measured by teacher observation.	Magazines of various sorts.

Motivational Techniques and Subject Correlation	Student Activity	Predicted Outcome	Resources
Filmstrip and Films.		The child will value the various tasks performed by the telephone company employees as measured by ranking the tasks from most preferred the least preferred on a written test.	Bell Telephone's Film and Filmstrips about the telephone.
Language.	Discuss good manners which should be used during telephone conversations.	The child will respond according to the value he places on good telephone manners after discussing them and being measured by oral questions prepared by the teacher.	Language textbook.
Simulation.	Roleplay the part of the operator or the conversing parties.	The child will imitate the telephone operator, caller, or recipient after using the simulated telephones and being measured by their role play ability.	Teletrainer.
Field Trip	Walk to the local telephone company.	The child will value the position of the telephone operator, business personnel, and crew telephone company and being measured by response during a class discussion.	Local Telephone Company.

Motivational Techniques and Subject Correlation	Student Activity	Predicted Outcome	Resources
Class Discussion (chart).	Discuss the modernization of the telephone.	The child will gain a knowledge of the different types of telephones used throughout history after discussing the information revealed by a chart and measured by participation.	Wall chart on the modernization of telephones.
Art and Handicrafts.	Making walkie-talkie telephones.	The child will be able to construct with precision a walkie-talkie after instructions are presented by the teacher and measured by work samples.	Paper cups, twine, construction paper, and paste.
Class Discussion.	Discuss radio and television personnel.	The child will gain a knowledge of radio and television employees after discussing their contributions to communication and being measured by participation in a class discussion.	
Filmstrip.		The child will value the various tasks performed by the radio and television personnel as measured by his response to the equipment used by selected radio-television personnel.	
Research.	Buzz sessions and group work.	The child will gain a knowledge of different tasks involved in various radio-television workers after independent and group work as measured by teacher ob-	

Motivational Techniques and Subject Correlation	Student Activity	Predicted Outcome	Resources
Spelling.	Spell words commonly used when speaking of radio and television.	The child will imitate his knowledge of radio-television words after orally spelling selected words as measured by a spelling bee.	Words - announcer commercial reporter station network brodcast commentator
Class Discussion.	Associate certain radio-television jobs with the person who performs them.	The child will respond to certain tasks as performed by radio-television personnel at the end of the class period as measured by a written test to an accuracy of 85%.	
Field Trip.	Visit to the radio-television station.	The child will gain a knowledge of the tasks performed by radio-television workers after touring a radio-television studio and being measured by participation during a class discussion afterwards.	Local radio-television station.
Simulation.	Roleplay the part of a stagehand, announcer, cameraman, and audio-technician.	The child will imitate the radio-television announcer, stagehand, cameraman, and audio-technician after discussing their duties and measured by his precision in the simulation of a commercial.	Microphone, camera, earphone products.

Motivational Techniques and Subject Correlation	Student Activity	Predicted Outcome	Resources
Storytelling.	Listening to a story about "Joe the Mailman."	The child will gain a knowledge of the tasks of a mailman after listening to a story and being measured by response through teacher observation.	Flannelgraph characters.
Field Trip.	Visit to the local Post Office.	The child will value the duties that the Post Office employees perform after touring the local Post Office and measured by a class discussion.	Post Office.
Dramatization.	Act out the story of "Mailman Joe."	The child will imitate the mailman in the story after practicing for three class periods and being measured by his role play ability.	Mailman's hat, bag, and letters.
Music.	Listening to records to discover new ways of communication.	The child will gain a knowledge of the various moods created by selected recordings after listening and being measured by his response to the music.	Peter the Wolf and Tubby the Tube.
Creativity.	Move about the room according to the moods created by selected recordings.	The child will imitate the moods created by selected recordings after listening to various records and being measured by his creativity in bodily movements.	"Syncopated Clock", "Alley Cat", and "Consider Yourself".

Motivational Techniques and Subject Correlation	Student Activity	Predicted Outcome	Resources
Selected Dance.	Observe classmate dancing the "hula."	The child will value the "hula" as a means of communication after observing a classmate dancing the "hula" and being measured by teacher observation through their reactions.	Philippino child performs "hula".
Art.	Drawing pictures depicted by moods in a record.	The child will imitate an animal depicted by certain sounds of selected recordings after listening to these selections and being measured by teacher observation of each child's creativity.	"One Little Elephant", and "The Eency, Wency Spider".
Game.	Participation in the "Gossip Game."	The child will gain a knowledge of another way of communication after playing the "Gossip Game" and being measured by his participation.	
Research.	Group work to discover other ways of communication.	The child will gain a knowledge of many other ways of communication after reading books and working in groups and measured by teacher observation.	See Bibliography.
Reports.	Orally inform classmates of other ways of communication.	The child will imitate his findings to his classmates after reading selected books and measured by teacher observation of his knowledge.	

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Branley, Franklin M. Timing and the Tin Can Telephone (Crowell) 1959.

Buchheimer, Naomi. Let's Go to the Post Office (Putnam's Sons) New York: 1957.

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Colonius Lillian. At the Post Office (Melmont) 1953.

Cooke, David. Behind the Scenes in Television (Dodd) 1958.

Corbett, Scott. What Makes Television Work? (Little) 1965.

Flaherty, John J. The Television Story.

Greene, Carla. I Want to Be a Postman (Children's Press) 1958.

Harris, Leon. Behind the Scenes in Television Programs (Lippencott) 1972.

Hill, Marjorie. Words Through Space (Whitman Publishers) Wisconsin: 1962.

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McSpaden, Joseph W. How They Carried the Mail. Dobb, 1930.

Miller, Mark. Singing Wire. Winston, 1953.

Miner, O. True Book of Communication. Chicago: Children's Press, 1960.

Miner, O. Our Post Office and It's Helpers. Children's Press, 1955.

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Ress, Etta Schneider. Signals to Stateliites in Today's World. Minnesota: Creative Educational Society, 1965.

Rugg, Harold. Building of America. Ginn, 1936.

Schneider, Herman. Your Telephone and How It Works. McGraw, 1965.

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Stoddard, Edward. First Book of Television. Watts, 1965.

Tannebaum, Harold E. We Read About Television and How It Works. Webster, 1960.

Tooze, Ruth. Telephone Wires Up. Melmont, 1965.

Vries, Leonard de. The Book of Telecommunication. New York: Macmillan, 1962.

Yates, Raymond F. Boy's Book of Communication. Harper, 1942.

Zim, Herbert S. Telephone Systems. Morrow, 1971.

FILM

"You and the Telephone," (Bell Telephone).

FILMSTRIPS

"The Wonder of the Motion Picture."

"Post Office Workers."

"Early Communication."

RECORDS

"Peter and the Wolf."

"Tubby the Tuba."

"Syncopated Clock."

"Alley Cat."

"Consider Yourself."

"One Little Elephant."

"The Eeency, Weency Spider."

MAGAZINES

Better Homes and Gardens

Reader's Digest

Ladies' Home Journal

Life

Look

AIR AND LAND VEHICLE TRANSPORTATION

Grade Level Second

Occupations in Transportation

Behavioral Objectives

1. The student will identify orally ten transportation vehicles and three jobs in connection with each vehicle with ninety percent accuracy.
2. The student will evaluate modern transportation by stating three ways it has helped him or harmed him, this should be done with one hundred percent accuracy.
3. The student will construct stand-up picture models of modern vehicles and role-play three jobs in connection with them with observed believability.

Teacher Activity	Student Activity	Predicted Goals	Resources
Will lead discussion of kinds of transportation.	Join in discussion.	The student will be able to name several land vehicles.	
Display puzzles, story books, and games.	Work games, and puzzles. Read and look at books.	The student will gain an interest in ways of transportation. Evaluated by observation.	List B.
Filmstrips--records. Transportation: Our Railroads.	Observe and listen and relate to self.	The student will realize the large number of jobs related to this occupation. Evaluated by listening to discussion.	List C.
People and Goods. Travel--filmstrip.	"	"	List C.
Singing some about trains and other methods of transportation.	Singing and make up own songs.	The student will be more interested and will learn to express himself better. Evaluation by observation.	List C.

Teacher Activity	Student Activity	Predicted Goals	Resources
Lead the discussion of road maps, trace different routes to travel.	Trace routes and make up their own maps.	The student will have a better concept of distance and time. Evaluated from discussion.	Page 9.
A City of Transportation.	The student will choose one job to role play.	The student will have a better understanding of the different jobs in transportation.	
"The First Trans-continental Railroad." "Trails to Turnpikes."	The children will compare the old way and the new.	The student will compare the older methods of transportation with the newer ones.	
Provide material for mural.	The student will construct mural depicting several methods of transportation.	The student will have a clearer understanding of different jobs in transportation. Evaluated by oral discussion.	List D.
Provide material for 3D check-up of a transportation system.	The students will form groups and one group will do railroads another trucks, etc. They will make up their own story and explain the mock-up display.	The students will gain in their ability to work with materials. Observe and evaluated.	List D.

CHARTS, MAPS, GLOBES, PICTURES
(Free Materials)

1. America's Products and the Trucks that Carry Them. Automobile Manufactures Association, Educational Services, 320 New Center Building, Detroit, Michigan.

2. Aviation's One World. Pan American Airways, Educational Services, Pan Am Building, New York, New York, 10017.

3. Baltimore and Ohio Transportation Museum. The Baltimore and Ohio Railroad Company, Public Relations Department, Baltimore, Maryland 21201.

4. Bulletin Board Kit--Automobile, Bulletin Board Kit--Truck. Automobile Manufacturers Association, Educational Services, 320 New Center Building, Detroit, Michigan 48202.

5. Commercially Navigable Inland Waterways of the U. S. American Waterways Operators, Inc., 1250 Connecticut Avenue, Washington, D. C.

6. The DC-8 Jet Mainliner--A Story of Its Important Parts. United Air Lines, School and College Service, P. O. Box 6800, Chicago, Illinois 60666.

7. Expressing America. REA Express, R. A. Strickland, Director, Public Relations, 219 East 42nd Street, New York, N. Y. 10017.

8. Flight Now, Flight Then, Flight When. Air World Education, Trans World Airlines, Inc., 605 3rd Avenue, New York, N. Y. 10016.

9. The Flying Clippers. Pan American Airways, Educational Services, Pan Am Building, New York, New York 10017.

10. Ford On the American Road. Ford Motor Company, Educational Affairs Department, The American Road, Dearborn, Michigan 48121.

11. Freight Train Cut-Out. Association of American Railroads. Educational and Group Relations, 830 Transportation Building, Washington, D. C. 2006.

12. History of Land Transportation Chart. American Trucking Association, Inc. Education Section, Public Relations Department, 1616 P. Street, NW. Washington, D. C. 20036.

13. Kit of Merchant Fleet Pictures. Maritime Administration, Pub Information Office, Room 3037-GAO Building, Washington, D. C. 20235.

14. Set of 16 Pictures on Historic Planes. United Air Lines, School and College Service, P. O. Box 8800, Chicago, Illinois.

15. Teacher's Kit for a Study of Railroad Transportation. Association of American Railroads, Educational and Group Relations, 830 Transportation Building, Washington, D. C. 2006.

16. Trails to Turnpikes. Ford Motor Company Educational Affairs Department, The American Road, Dearborn, Michigan 48121.

17. Truck Photos for School. American Trucking Association, Inc., Education Section, Public Relations Department, 1616 P. Street, NW, Washington, D. C. 60605.

FILMSTRIPS

1. Air Cargo Service. Imperial Film Company. Color. Gr. 1-3.

2. Air Passenger Service. Imperial Film Company. Color. Gr. 1-3.

3. Air Safety. Imperial Film Company. Color. Gr. 1-3.

4. An Airplane Trip. The Jam Handy Organization. 40 Frames. Color. Gr. 1-3.

5. Airplanes. The Jam Handy Organization, 1957. 40 Frames. Color. Gr. 1-3.

6. Airport Workers. Imperial Film Company. Color. Gr. 1-3.

7. Boats and Ships. The Jam Handy Organization, 1957. 40 Frames, Color. Gr.

8. Buses. The Jam Handy Organization, 1957. 40 Frames. Color. Gr. 1-3.

9. The Community Airport. Imperial Film Company. Color. Gr. 1-3.

10. The Freight Train. The Jam Handy Organization, 1957. 40 Frames. Color. Gr. 1-3.

11. The Metropolitan Airport. Imperial Film Company. Color. Gr. 1-3.

ADVENTURES WITH PHOTOGRAPHY

Grade Level 2 — Communication Media Occupations

Behavioral Objectives

1. Given the topic of photography, the child will gain knowledge of the vocabulary and contributions of an amateur and professional photographer and then display some comprehension of a photographer and his usefulness to the world of work acheived within a four week period as measured by teacher observation.

2. The child will respond to the topic of photography by realizing that there are many cameras and some do certain jobs better than others, acheived within the time alloted as measured by teacher observation.

3. The child reaches a level of precision necessary to operate a camera properly to acheive a clear and balanced picture with the time alloted as measured by teacher observation.

Motivation Techniques and Subject Correlation	Student Activity	Predicted Outcome	Resources
Social Studies - Class discussion.	Students will discuss different jobs parents do in the world of working for a living.	Students will gain a knowledge of the working world of adults while teacher guides ideas to a lesser known occupation-photography.	Tape for teacher's use--#4540 Photographers Educational Sensory Programming.
Social Studies - Filmstrip.	Students will discuss filmstrip.	Students gain a comprehension of occupations, and the different types of photography work that can be done.	"My Dad, the Photographer."
Art - Collage - Bulletin Board.	Students will cut photos from old magazines, newspapers, or look at actual photographs.	Students will gain a knowledge of "What photography is" and become aware of some key words to the unit such as camera, photography, photographer, and photograph.	Newspapers, magazines, and old photos.

Motivation Techniques and Subject Correlation	Student Activity	Predicted Outcome	Resources
Language Arts - Class Activity.	Students will choose a photograph from the bulletin board and tell a story from it.	Students will become aware that we can talk through photographs by expressing and discussing what is seen in in each photo.	
Art - Class Activity.	Students take any photo from collage bulletin board and redraw it.	Students will gain a knowledge of the difference between what is real and what is a painted or drawn photo.	drawing paper crayons or paint.
Science - Camera.	Students will discuss how to operate and care for a camera in order to obtain a good clear photo-graph.	Students will be able to apply their knowledge about a camera to take a clear picture.	4-H Photo Manuel.
Exhibit cameras.	Students observe and handle exhibit.	Students will gain a knowledge of all different types of cameras and that some do a better job than others.	Various cameras.
Writing, Art - Diagram of parts of a camera.	Students will diagram parts of the camera.	Students will gain a knowledge of some of the technical names of a camera.	
Resource people: 1. amateur 2. professional	Students will ask photo-graphers questions and why he is interested in photography.	After listening to resource people, students will respond how a photographer became interested in cameras and photography.	

Motivation Techniques and Subject Correlation	Student Activity	Predicted Outcome	Resources
Social Studies - Class discussion.	Students discuss different types of jobs involved in photography and how other people, such as models, developers, are important to the photographers.	Students gain a knowledge in other occupations such as salesman of film, developers, models, photo lab technicians, air pilots for aerial surveys, and mail order developers.	Tape - #4540 - Photo Lab Technician.
Science, Art - Class Activity	Students will watch teacher construct a pinhole camera.	Students will apply technical names to the different camera parts as it is being constructed and discuss how a camera works.	Instructor - Nov. 1972, page 43.
Math, Science - Handling negatives and prints.	Students will discuss negatives, slides, and the outcome a picture print.	Students will orally respond to the number of prints resulting from the development of a roll of film and the proper procedure for handling them.	Negatives, rolls or cartridge film.
Make plans for field trip.	Students will make plans to visit a photo service company and decide on questions to ask.	Students become aware of operations in processing film and mail ordering companies.	Best Photo Service, Coolville, Ohio.
Writing - Field trip follow up.	Pupils write thank-you letters.	Students will respond in their letters with statements of what they learned from the field trip and the parts they liked the best and gain a knowledge of the proper letter form.	Writing paper.
Role Play.	Pupils act out different job roles and situations that they observed in films and learned about in this unit.	Pupils gain a value about the different jobs involved in photography.	

Motivation Techniques and Subject Correlation	Student Activity	Predicted Outcome	Resources
Class Activity - Hands on Experience.	Children take pictures of each other around the school building.	Children demonstrate natural ability along with knowledge about camera to obtain clear and balanced pictures of each other.	Cameras and film for class.
Art, Social Studies - Class Activity	Children color or paint a 3 foot balloon man and paste their photos on balloons which are connected to the balloon man's hand.	Children will become aware of a positive and strengthened self-image and apply his naturalized art ability to color and paste.	Balloon man, balloons, paint or crayons, glue.

RESOURCES

Books

Robert B. Rhode and Floyd H. McCall. Introduction to Photography. MacMillan Co., New York, 1971.

Manuals

4-H Manual of Photography (Located at Mason County Career Education Office).

Magazines

Instructor, Pinhole Camera, November 1972, p. 43.

Tapes

#4540 Photographers Educational Sensory Programming.

Photo Lab Technician International Teaching Tapes.

Filmstrip

"My Dad, the Photographer" - Filmstrip and Record - ESEA III.

HOW WE GET OUR FOOD

Objectives

1. The children will gain knowledge about the sources of our food and the processes it must go through to reach our table. This knowledge will be displayed through, posters, bulletin boards, drawings, and stories - both written and oral.
2. The children will place a value on the jobs involved in helping to supply our food. The teacher will measure this through the roles they choose in role playing.
3. The students will be able to take at least one food from its source, through preparation, to the table in a condition which he is willing to eat. This will be done under the observation of the teacher, and she will see that sanitary conditions are maintained.

Motivational Techniques and Correlation	Student Experience	Predicted Outcomes & Evaluation	Resources
Bulletin Board (Correlation with Language Arts Skills and Artistic arrangement).	Pupils will help to prepare a bulletin board showing the different kinds of food.	Pupils will become more aware of the various kinds of foods and be motivated to find out more about them, as measured by teacher observation.	Magazines and other sources of pictures of food.
Class Discussion - (Correlation with Language Arts, learning to hold an organized discussion, and listing).	Pupils will discuss the various foods and discuss their sources and some of the jobs involved in getting them ready for us to eat. They will make a list on a chart of all the jobs they can think of.	Pupils will begin to become more conscious of the people whose jobs are necessary in getting food ready for sonsumption, and will be able to name at least five food related jobs.	Chart paper or poster board and colored markers.

Motivational Techniques and Correlation	Student Experience	Predicted Outcome & Evaluation	Resources
Have students bring in real foods that will not spoil easily. (Correlation with Science, and Language Arts, and classification.)	Students will classify the foods in groups, such as grains, vegetables, fruits, etc.	The students will learn that foods have different classifications. They will become aware of the sources of food which are necessary for a well balanced diet. This will be measured by the teacher as he observes the student activity.	Real food - Books from the library and science books or other books the children may bring in.
Group Construction of a Poster.	The children will work together to make a poster illustrating the seven basic foods.	The students will become more aware that they need a variety of foods for good health, as measured by their construction of the poster.	Poster board - magazine pictures, coloring book pictures, and pamphlets colored markers, paint and crayons.
Prepare for field trip - (Correlation with Language Arts and Social Studies.)	The students will form committees to prepare for the trip. Decide who will be spokesmen in asking question, and what questions should be asked. Make a list or lists of things to look for. Talk about manners.	Pupils will be prepared to ask proper questions and will know what they are to look for on the trip, such as what jobs the people are doing, and what is involved in each one. The teacher will measure this by observation of the students interest and the quality of questions asked.	Chart paper, markers, etc.

Motivational Techniques and Correlation	Student Experience	Predicted Outcome & Evaluation	Resources
Field Trip.	Pupils will visit a Supermarket and Sausage Plant in the morning and a dairy farm in the afternoon. The students will be provided with a carton of milk from the company which buys the milk from the dairy, and cookies from the farmer's wife.	Pupils will gain first-hand knowledge of the jobs involved in meat preparations and store management. They will also learn about the operation of a dairy farm. The teacher may measure some of the outcomes by listening to conversation on return trip.	Bus.
Follow up (Field Trip) - (Correlation with Language Arts and Social Studies.)	The students will make lists of the different jobs we learned about. They will draw pictures and write stories about their experiences.	The pupils will become more aware of the different jobs involved in meat preparation, store management, and merchandising. They will learn to record their experiences through the pictures and stories they write. The teacher will measure the success of the project by the accuracy of this project, and the variety.	Writing Paper, storybook paper, art paper and other art materials.
The Little Store - (Correlation with Manual Arts, Arts, Language Arts, Social Studies, and Arithmetic.)	The students will help to prepare a food at home to bring to school for a bake sale. They will make and set up a little store for the sale. They will make signs for prices, etc. They will handle all sales and change under	The children will learn about food preparation and merchandising. Their understanding of this project can be measured by teacher observation of the success of the "Little Store."	Poster Board, tables, cardboard, and other materials needed to build the store. A toy cash register that will ring up amounts and open a change drawer.

Motivational Techniques & Correlation	Student Experience	Predicted Outcome & Evaluation	Resources
Resource Person - (One of the School Cooks.) (Correlation with Language Arts, listening, questioning, and discussion skills.)	Pupils will have an opportunity to talk to someone involved in food preparation. They will ask her questions about other jobs which are related to hers. (Delivery men, men who take orders for foods, etc.)	Pupils will gain knowledge of the jobs involved in the preparation of their school lunches, as measured by teacher observation of questions asked and discussion.	School Cook.
Visit to school kitchen.	The student will visit the school kitchen to see the dough hook in operation, and return later to see it rising in the pans, and put into the oven. They will eat the bread for lunch.	The students will learn about the job techniques involved in the baking of yeast breads. This will be measured by discussion on return to the classroom. The children should be able to tell about the different steps in making yeast bread.	School kitchen, library books, Bill the Baker a Bakery.
Resource Person - (County Home Demonstration Agent.) (Correlation with food science, listening and questioning skills.)	The County agent will bring posters and other visual aids to the classroom to show food in its elementary stages and how its' developed into the finished product we consume. She will also discuss her job with the children.	The children will learn about the job of the County Home Demonstration Agent, & more about how we get our food. This will be measured by the questions asked by the children and by their discussion with the speaker.	County Home Demonstration Agent, Projectors, or other materials needed.

Motivational Techniques and Correlation	Student Experience	Predicted Outcome & Evaluation	Resources
Follow Up (Resource Person) - (Correlation, classification, Language Arts, and Arts.)	The students will gather pictures of foods. Drawing and coloring them to make a booklet showing the different foods and jobs related to them.	The students will learn the jobs that are connected with the various foods from their source to preparation for eating, which the teacher can measure by looking at the booklets.	Pictures, crayons, paint, paste, paper for booklet, etc.
Story Time, Library Book Table - (Language Arts correlation and Social Studies.)	The students will have a variety of library books on the table about the farmer, the baker, the store, etc. They will have a time to read and exchange books. The teacher will also read to them at story time.	Pupils will find out more about where we get our food and will write a story of the food related job which they liked best. The success of this project will be measured by the success of the finished storybooks.	Storybook paper, construction paper, markers, crayons, and other materials necessary.
Making Cornbread - (Correlation with Home Making Arts, Language Arts, and Math.)	The student will prepare a a large recipe for cornbread on a poster board. They will make their own measurements and prepare a batter for cornbread, bake it, and eat it, under the supervision of the teacher for sanitary conditions.	The pupils will see the corn on the cob, shelled, and ground. They will see one food from its primary form, through preparation, to the table in a condition which he is willing to eat. The success of this project will be measured by interest of the children, and the goodness of the cornbread.	Corn, on the cob corn, shelled, corn meal, other ingredients necessary for making cornbread. Utensils, electric skillet for baking bread.

Motivational Techniques and Correlation	Student Experience	Predicted Outcome & Evaluation	Resources
Filmstrips on How We Get Foods - Singer Series.	The students will see filmstrips on "How We Get Fruit," "How We Get Bread," "How We Get Vegetables," "How We Get Meat," "How We Get Poultry and Eggs." These will be seen as they fit into previous unit activities, or at the end of the unit.	The students will compare what they see on the filmstrips with what they saw on the field trips taken. They will be able to tell about things in the filmstrips that were like those they saw on field trips, and things that were different. The teacher will list the likenesses and differences on the board. The children should be able to see at least three likenesses and three differences.	Singer Series A211-4, The Foods We Eat - Projector, and Chalkboard.
Role Playing.	The students will have a time set aside each day during the unit in which they may play out the roles of the jobs they have been learning about. These periods will be rather free, the teacher will only help and guide. They will divide into groups and play in different areas.	The students will probably choose to play the role of a person doing a job which most interested him. The teacher will be able to learn whether the child has gained much knowledge about the job he is acting out by observation.	Old Hats, paper hats, aprons, dresses, or any other materials you may be able to gather.

FILMSTRIPS

How We Get Fruit - A211-5, Singer, SVE, Inc., 1971.

How We Get Bread - A211-1, Singer, S.V.E. Inc., 1971.

How We Get Milk - A211-2, Singer, S.V.E. Inc., 1971.

How We Get Meat -A211-3, Singer, S.V.E. Inc., 1971.

How We Get Vegetables -A211-6, Singer, S.V.E. Inc., 1971.

How We Get Poultry and Eggs -A211-4, Singer, S.V.E. Inc., 1971.

BOOKS

Bar, Hene. Baker Bill. Chicago: Albert Whitman and Co., 1953.

Buchheimer. A Bakery. New Jersey: Educational Reading Service, 1971.

Goodspeed. A Supermarket. New Jersey: Educational Reading Service, 1971.

Greene, Carla. I Want To Be A Dairy Farmer. New York: Children's Press, 1957.

Greene, Carla. I Want To Be A Storekeeper. New York: Children's Press, 1957.

Greene, Carla. I Want To Be A Baker. New York: Children's Press, 1956.

Chaffin. A Garden Is Good. Rand McNally, 1972.

TEACHING UNITS

FOR

LEVEL THREE

COMMUNICATION

Overview: The main purpose of this unit is to help the pupils realize the importance communication plays and the occupations involved.

Method of Operation	Student Experience	Predicted Outcome	Resources
Class discussion.	Pupils should discuss the many forms of communication. They should also try to think of as many jobs connected.	Pupils will begin to think about the various forms of communication.	See List 1.
Bulletin Board.	Pupils prepare a bulletin board on the various communications (pictures, magazines, clippings, etc.)	Pupils will learn how to search for information in preparing a bulletin board.	See List 1.
Telephone kit.	Pupils will be trained in the use of the telephone through films, filmstrips, charts, and teletrainer.	Pupils learn how to use the telephone correctly	Obtain through telephone company or List 1.
Resource person.	Pupils will have an opportunity to talk with and ask questions to a telephone repairman. He may also tell of other jobs.	Pupils gain knowledge of how many people are involved in using the telephone.	
Class discussion.	Pupils should discuss other forms of communication.	Pupils bring out what jobs they feel are connected with other communications.	See List 1.
Prepare for field trip.	A committee of pupils prepare to interview several of the workers. Pupils prepare for what they plan on seeing.	Pupils gain a better insight in the correct method of interviewing. Pupils are also prepared to look for certain things.	

Method of Operation	Student Experience	Predicted Outcome	Resources
Filmstrips and films.	Pupils are shown films or filmstrips on other communications.	Pupils gain a better understanding into the job roles associated with communications.	See List 1.
Field trip.	Pupils visit a television or radio station, telephone company, etc.	Pupils gain a first hand knowledge of the workings of a communications plant and the job roles.	
Follow up.	Pupils should draw pictures write stories, and discuss what they saw.	Pupils express what they learned through their own pictures and words.	See List 1. Use vocabulary words gained through the Unit.
Role play.	Pupils should assume different job roles they observed on the field trip and learned about in the unit. Pupils play "Guess Who I Am" and "What do I do?"	Pupils show what they feel is important in particular job roles.	
Thank you letters.	Pupils write thank you letters to the place they visited.	Pupils gain letter writing skills.	
Review and conclusion.	Pupils discuss all forms of communications, job roles connected with them, and all material covered throughout the unit.	Pupils express the career information they gained through this unit. They also express the specific forms of communication they learned about.	See List 1.

LIST I

COMMUNITY WORKERS

Books

Barr, Jene. Policeman Paul. Chicago: Albert Whitman and Co., 1952.

Barr, Jene. Mr. Mailman. Chicago: Albert Whitman and Co., 1954.

Barr, Jene. Fireman Fred. Chicago: Albert Whitman and Co., 1952.

Barr, Jene. Baker Bill. Chicago: Albert Whitman and Co., 1953.

Barr, Jene, Mike the Milkman. Chicago: Albert Whitman & Co., 1953.

Berger, Knute, et al.. A Visit to the Doctor. New York: Wonder Books, Inc.

Chase, Francine. A Visit to the Hospital. New York: Wonder Books, Inc., 1958.

Garn, Bernard J. A Visit to the Dentist. New York: Wonder Books, Inc., 1959.

Horwich, Frances R. My Daddy is a Policeman. Rand McNally & Co., 1959.

Lenski, Lois. The Little Airplane. New York: Henry Z. Walck, Inc., 1938.

Schneider, Nina. While Suzie Sleeps. New York: William R. Scott, Inc., 1954.

Stahlmann, Catherine. Peter Pat and the Policeman. Chicago: Rand McNally & Co.

Wright, Ethel. A Saturday Walk. New York: William R. Scott, Inc., 1954.

COMMUNICATION

Alexander Graham Bell. Materials Center (Book 1)

Messages Travel and Are Recorded. 1191 - File 41 (filmstrip)

Early Communication. 40 (filmstrip)

Writing and Printing. 39 (filmstrip)

Telephone Kit. (film, filmstrip and record, charts, and teletrainer)

TRANSPORTATION TODAY

Overview: The main purpose of this unit is to help the pupils realize the importance transportation plays and the occupations involved.

Method of Operation	Student Experience	Predicted Outcome	Resource
Class discussion.	Pupils should discuss how we travel today.	Pupils should gain an understanding of the modes of transportation available.	See List 2.
Committees organization.	Pupils should be organized into committees that deal with each form of transportation.	Pupils will gain more through guided self exploration.	
Committee Presentations.	Pupils make their presentations through the use of pictures, filmstrips, stories, charts, etc.	Pupils gain personal satisfaction through their own exploration.	See List 2.
Mural.	Pupils in each committee should contribute to the mural.	Pupils gain a better awareness of the physical construction of the modes of transportation.	
Practice Interview.	Pupils prepare themselves for interview with resource person by interviewing each other.	Pupils gain experience in the correct method of interviewing.	
Resource person - (Bus driver, Pilot, etc.)	Pupils ask questions that have been prepared before hand.	Pupils gain direct second hand information from resource person.	

Method of Operation	Student Experience	Predicted Outcome	Resource
Prepare for field trip.	Committee who was in charge of the type of transportation which the field trip deals with should be in charge of preparation. Pupils should discuss what to look for.	Pupils pool their knowledge in preparing for a rewarding experience.	See List 2.
Field trip.	Pupils visit bus station, train station, airport, etc.	Pupils gain first hand information.	
Follow up.	Pupils should draw pictures, write stories, and discuss what they saw.	Pupils express what they observed and gained from the trip.	Vocabulary words gained through the unit.
Role play.	Pupils should assume different job roles they observed on the field trip in playing "Guess Who I Am and What Do I Do?"	Pupils express what they feel is important about different jobs.	
Thank you letters.	Pupils write thank you letters to the place they visited.	Pupils gain letter writing skill.	
Review and conclusion.	Pupils discuss all that has been covered throughout the entire unit.	Pupils express what they learned and what was of greatest interest to them.	See List 2.

LIST 2

TRANSPORTATION

Amelia Earhart. Materials Center. (Book)

Mississippi Steam Boat Days. Materials Center. (Book)

When Rails Ran West. Materials Center. (Book)

Billy's Helicopter Ride. Materials Center. (Film 16mm)

How People Travel in the City. (Sp. 129) Study Prints. Materials Center.

Moving Goods for People in the City. (Sp 130) Study Prints. " "

The Book of Submarines. Materials Center. (Book)

The Big Book of Real Helicopters. Materials Center. (Book)

The Big Book of Real Trains. Materials Center. (Book)

The Book of Airplanes. Materials Center. (Book)

The Big Book of Real Boats and Submarines. Materials Center. (Book)

The Big Book of Real Trucks. Materials Center. (Book)

The Little Engine That Could. Materials Center. (Filmstrip/record)

Sailboat. 88-1375. (Ealing Story Starters) (Film Loop)

Airplane. 88-1367. (Ealing Story Starters) (Film Loop)

Machines Help Us Travel. 119H File No. 41. (Filmstrip)

Our Dependence on Transportation Workers. 430 (Filmstrip)

Transportation in the City. (Filmstrip) 15

Land Transportation. (Filmstrip) 34

Water Transportation. (Filmstrip) 35

Air Transportation. (Filmstrip) 36

The Story of Trains. (Filmstrip) 37

Transportation in the U.S. (Filmstrip) 38

Airplane at Work. (Filmstrip) 28

Roadbuilders at Work. (Filmstrip) 29

Little Toot. (Record A-33)

The Engine That Could. (Record A-29)

Yellow Submarine. (Record A-60)

FOOD PRODUCTION

Overview: The main purpose of this unit is to help the pupils understand where much of our food is produced and the occupations related to this production.

Method of Operation	Student Experience	Predicted Outcome	Resource
Class discussion.	Class discussion of where most food comes from and what kind.	Pupils should realize most of the food we eat originates from a farm.	See List 3.
Chart preparation.	Pupils should prepare chart on the basic food and where obtained. They may use pictures in both cases.	Pupils will gain a knowledge of where foods are obtained.	See List 3.
Tasting sessions.	Pupils are given a chance to taste different foods (bread, nuts, fruit, etc.) and discuss where they are obtained.	Pupils should become more interested in finding out more about food production.	
Discuss occupations related to food production.	Pupils should be guided to discuss different types of farmers and farming occupations.	Pupils will gain a better understanding of agricultural jobs.	See List 3.
Bulletin board.	Pupils should cut out and draw picture of machines important to production.	Pupils gain an insight into the type of machines used in food production.	
Film.	Pupils should observe the workings of a farm.	Pupils will gain a knowledge of the workings of a farm.	See List 3.

Method of Operation	Student Experience	Predicted Outcome	Resource
Preparing for field trip.	Pupils should review film and what to look for on field trip.	Pupils will be prepared to make worthwhile observations and gain insights in food products.	
Field trip.	Visit a dairy, beef, hog, or any large farm.	Pupils will learn about the different job roles and machinery used on a farm.	
Class discussion, pictures and summaries.	Pupils should contribute by discussing, drawing pictures, and writing summaries of what they saw.	Pupils will express what they learned from first hand experience.	See List 3. Use vocabulary words gained through the unit.
Mural.	Pupils will decide on job roles and prepare a mural of these.	Pupils express their knowledge in picture form.	
Role play.	Pupils act out job roles learned about.	Pupils may show their preferences of the jobs in food production.	
Review.	Pupils discuss all information obtained in the study of food production.	Pupils express what they felt was important to them in the unit.	See List 3.

LIST 3

FOOD

George Washington Carver. Materials Center. (Book)

Dairy Helpers. (SP112) Study Prints. Materials Center.

Farm and Ranch Animals. (SP 106) Study Prints. Materials Center.

The Country Mouse and The City Mouse. (16 mm Film 37) " "

Eat Well Grow Well. (16mm Film 22)

Food from Grain. (16mm Film 30)

Our Dependence on Truck Farmers. 437 (Filmstrip)

Our Dependence on Wheat and Corn Workers. 435 (Filmstrip)

The Field Day. 253 (Filmstrip)

The Country Fair. 92 (Filmstrip)

Bob Osbourne, Farm Boy. 89 (Filmstrip)

Trip to the Farm. 198C (Filmstrip/record)

Farmyard Fun Songs. A-50 (Record)

Why Eat Vegetables? 24 (Film)

The Little Rooster Who Made the Sun Rise. 41 (Filmstrip)

COMMUNITY RESOURCES

Overview: The main purpose of this unit is to familiarize the students with the various types of occupations of people within their own community.

Method of Operation	Student Experience	Predicted Outcome	Resources
Class discussion.	Pupils should discuss the various kinds of occupations of the people they know.	Pupils will become aware of some of the job roles within their own repertoire.	See List 4.
Prepare survey of careers of people within the community.	Pupils should prepare questions for questionnaire to be distributed throughout the community.	Pupils gain a knowledge of how to obtain information when needed.	
Survey.	Pupils compile the various careers obtained from the survey.	Pupils learn how to use prepared research tools.	
Committees.	Pupils should be divided into committees dealing with the various fields of career.	Pupils gain an understanding of how to pool resources and work together.	See List 4.
Bulletin board.	Pupils prepare the bulletin board with charts, pictures, etc., by each committee.	Pupils learn how to work together toward one large project.	See List 4.
Resource people.	There should be several people from around the community visit to explain their job roles and their job importance. Pupils may ask questions induced by the resource person's talk.	Pupils gain a more thorough understanding of the job roles of some of the people from the community.	

Method of Operation	Student Experience	Predicted Outcome	Resources
Prepare for field trip.	Pupils discuss what they plan to look for during their field trip and what they already know about the working play.	Pupils become prepared for a more rewarding trip by prior preparation.	See List 4.
Field trip.	Pupils visit a local business or place where someone within the community works.	Pupils gain first hand information of the job role of a local person along with other workers.	
Follow up.	Pupils should draw pictures write stories, and discuss what they saw.	Pupils express what they gained through their own words and illustrations.	See List 4 and vocabulary words gained through the unit.
Role play.	Pupils assume various job roles they observed and learned about on their field trip.	Pupils actually gain the feeling of how particular workers would feel in doing their jobs.	
Thank you letters.	Pupils write thank you letters to places they visited on their field trip.	Pupils gain skills in letter writing.	
Review and conclusion.	Pupils discuss various careers and job roles of the people within the community. Review all information obtained during the study of community resources.	Pupils should express what they felt was the most important to them and what they learned.	See List 4.

LEVEL 3

MACHINES WORK EVERYDAY

Overview: The main purpose of this unit is to help the pupils understand the basic ways in which machines do work and some of the people who use them. This is important because the use of machines and career opportunities related to machines are increasing every day.

Method of Operation	Student Experience	Predicted Outcome	Resource
Classroom discussion.	Class discussion of every day use of simple machines (hammers, screwdrivers, saw, nails, screws, wedge, pulley, crank, etc.)	Students should be motivated think of machines that they use every day and realize their importance.	See List 4.
Class bulletin board.	Have pupils cut out pictures and draw pictures of several machines and the people who use them.	Students should obtain a better understanding of several machines and their daily use.	See List 4. Study Prints.
Class display.	Have pupils bring in simple machine and make a display and experiment with it.	Students should get actual first hand experience with the use of simple machines.	
Use student knowledge to correlate with filmstrip.	Relate different occupations as they do to the machines.	Students should gain more knowledge on the occupation associated with machines.	See List 4.
Prepare classroom visit of a resource person.	Students should plan type of information and questions they want to learn about from the visitor.	Students should be guided to ask questions that will enrich their knowledge of the use of machines.	
Classroom visit.	Student question and answer period.	Students should gain a better understanding of how to use a resource person and gain knowledge about the particular job discussed.	
Summary of visitation	Students should write	Students will gain an	

Method of Operation	Student Experience	Predicted Outcome	Resources
Practice interview.	Pupils should practice interviewing each other so they will be familiar in the procedure when they go on their field trip.	Pupils will have a better idea on how to interview someone.	
Preparation for field trip.	Discuss the correct procedure for interviewing and what to look for on a field trip.	Pupils will have an insight into what to look for.	See List 4.
Field trip.	Visit local business which makes use of machines. Pupils should interview several employees.	Pupils should gain first hand information of the different kinds of jobs and their importance.	
Follow up.	Discuss what was seen and done on field trip.	This will reinforce what the pupils learned and share what each pupil learned.	
Summary of trip and pictures.	Students should draw pictures and write stories about what they saw.	This may partially measure what the pupils learned on the trip.	Vocabulary words gained through the unit.
Role playing.	Students should portray the different job roles observed on the trip. Play "Who am I and What Do I Do?"	Students will enjoy portraying the job roles and cause more reinforcement to occur.	
Thank you notes.	Students should write thank you notes to the place that was visited.	Students gain a better understanding of machines and related jobs.	See List 4.

LIST 4

COMMUNITY AND MACHINES

The Earth and Man. Chap. 14-18. 3rd Grade Textbook

Let's Find Out. Tapes

Neighborhood Friends and Helpers. (SP 127 Study Prints). Materials Center.

Stores in the City. (Filmstrip #20)

Factory Workers. (Filmstrip #18)

Post Office Workers. (Filmstrip #27)

Fred Meets a Bank. (Film #85)

BEHAVIORAL OBJECTIVES

1. Affective - Pupils will receive and realize the importance of plants and animals in furnishing our clothing. They will also know the value of mass production in manufacturing.

2. Cognitive - Pupils will have a knowledge of what cloth is made from, how cloth is made, and how cloth is made into clothing in mass production.

3. Psychomotor - Pupils will manipulate by weaving cloth, designing and making clothing for dolls (after viewing films and filmstrips).

Motivation Techniques and Subject Correlation	Student Activity	Predicted Outcome	Resources
Class discussion.	Begin class discussion by using following questions: Where do we get our clothing? Where do the stores get the clothes? Where does the factory get the cloth to make the clothes? From what is cloth made? How is cloth made?	Pupils will respond by becoming motivated to find out where our clothing cokes from.	
Read Story of Your Coat.	Pupils will list sequence of events on chalk board.	Pupils develop good listening habits. Pupils will comprehend each step taken in making an article of clothing from the shearing of the sheep until clothing is ready to be worn. Pupils become aware of the many workers responsible for making clothing and the important role each plays.	See List 1.

Motivation Techniques and Subject Correlation	Student Activity	Predicted Outcome	Resources
Films and filmstrips.	Pupils will listen and observe.	Pupils gain knowledge of how raw materials are made into cloth. Pupils gain knowledge of how cloth is made into clothing. Pupils gain knowledge that each article of clothing made in a factory is the work of many employees, each having a specific job. Pupils gain knowledge of mass production.	See Lists 2 and 3.
Textbooks and library books.	Pupils will arrange books on a table in classroom, and will search for information on what cloth is made from, how cloth is woven, and how cloth is made into clothing.	Pupils will gain experience in doing research work. Pupils get experience in working together through organization. Pupils will get a deeper knowledge of what cloth is made from, manufacturing of cloth, and how clothing is made.	See List 1.

Motivation Techniques and Subject Correlation	Student Activity	Predicted Outcome	Resources
Make cloth after showing film loop on weaving.	Pupils will make samples of cloth by using yarn on a simple frame, cardboard, soda straws, wire mesh, or cotton mesh.	Pupils will apply knowledge of how cloth is woven by manipulation.	Cloth, simple frame, cardboard, soda straws, wire mesh and cotton mesh. See List 3.
Design material.	Pupils will design by marking off cloth into 5" x 7" blocks with permanent ink marking pens. Each pupil designs several nonadjacent blocks. This distributes technique evenly across material. Allow ink to dry for 3 days. Dip in strong solution of cold water and salt, rinse and hang till dry. (Teacher will make smock from material.)	Pupils will apply knowledge of how cloth is designed. Pupils will learn the value of permanent dyes in designing of material. Pupils are able to express creativity. Pupils will receive pleasure from observing their teacher model the smock made from the material they designed.	Cloth, marking pens. See List 4.

Motivation Techniques and Subject Correlation	Student Activity	Predicted Outcome	Resources
Prepare for field trip.	Pupils will review film. A committee will be appointed to interview the manager or supervisor of factory to be visited.	Pupils will be prepared to make worthwhile observations, and receive an insight into manufacturing of clothing.	
Field trip.	Students will visit Dress Factory.	Pupils will receive a knowledge of precision work in factories. Pupils will receive a knowledge of the importance of each specific job being finished on time in order to have uninterrupted production. Pupils may observe processes from the cutting of the material from a pattern on through to the finished product. Pupils will be able to evaluate the importance of all machinery being kept in good condition.	

Motivation Techniques and Subject Correlation	Student Activity	Predicted Outcome	Resources
Follow up.	Pupils discuss and write stories about how clothing is made as observed in factory.	This response will serve as reinforcement on what the pupils learned on the field trip.	Paper for writing stories.
Thank you letters.	Pupils write thank you letters to Quality Dress Factory.	Pupils gain skill in letter writing. Pupils will respond by expressing appreciation.	Stationary for letters.
Fashion show.	Pupils will design and sew outfits for dolls to be displayed in classroom.	Pupils will be able to express creativity. Pupils receive experience in sewing. Pupils gain experience in modeling by dressing the dolls and putting them on display.	Material, sewing equipment and dolls.
Review and conclusion.	Pupils discuss what has been covered by unit.	Pupils will evaluate what they have learned.	

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Books - List 1

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Credle, Ellis. Down, Down the Mountain. New York: Thomas Nelson & Sons, 1934.

Harvey, Lois F. Cotton Growing. Melmont, 1958.

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McCall, Edith S. How We Get Our Clothing. Chicago: Benefic Press, 1961

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Films - List 2

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Clothing. Britannica. (color)

Cotton. Britannica. (color)

Cotton to Clothing. Cahill. (color)

George's New Suit. Coronet. (Where Clothing Comes From. Color)

How Is Clothing Made: The Story of Mass Production. (B-Fu. color, b/w)

Wool. Britannica. (color)

Filmstrips - List 3

Cotton Clothing from Field to You Series. Churchill. (color)
(Cotton Growing and Ginning; Cotton Spinning and Weaving; Designing Cloth for Clothes; Silk Screen Printing; The Garment Factory; The Retail Store.)

How We Get Our Clothing. Society for Visual Education. (4 filmstrips, color)

Materials for Clothing. Clothing Series. (EB - color)

My Dad is a Cotton Farmer. Farm Father Series. Stanley Bowman. (color)

Wool. Britannica. (color)

Film loop - Weaving (8mm silent). Material Center. (6121 - W 21-26)

Magazines - List 4

Instructor Magazine - February, 1971.

TITLE OF UNIT

CAREER EDUCATION

Grade Level - 3rd Grade

Occupational Cluster
Fine Arts and Humanities

Behavioral Objectives

1. Affective - The students will demonstrate a knowledge of the jobs and equipment necessary in putting on a T.V. variety show. As measured by teacher observations.
2. Cognitive - The students will display a value of the different parts needed in the make-up of a T.V. variety show. As measured by teacher observations.
3. Pscho-Motor- The students will imitate by producing and putting on, a variety show, performing the jobs and operating the equipment needed in its production. As measured by teacher observations.

Motivation Techniques and Subject Correlation	Student Activity	Predicted Outcome	Resources
DISCUSSION Subject Correlation Arts & Language	The students will discuss, in their opinions, the different types of jobs needed to operate a T.V. station.	The student will gain a basic knowledge of the different types of jobs needed by a T.V. station to conduct a program. As measured by teacher observation.	
LISTINGS Subject Correlation Arts & Language	The students, during the general discussion of jobs needed, will make a list of all jobs they feel are needed at the T.V. station and the duties with each job.	The students will respond to the different types of jobs as needed by the T.V. station. As measured by the greatest number of jobs listed in class.	Magazines, newspapers, and T. V. viewing. Factual Television.

Motivation Techniques and Subject Correlation	Student Activity	Predicted Outcome	Resources
FIELD TRIP	The students will take a Bus Trip to a local T.V. Station.	The student will display comprehension of the actual jobs present and needed at a local T.V. station. As measured by teacher observation and a 95% completion of jobs as listed after the field trip.	T. V. Station - speakers at the local T.V. station.
LISTINGS Subject Correlation Arts & Language	The students will construct a list of all jobs observed at the T.V. Station.	The students will display a knowledge of expanding their list of jobs needed at a T.V. station by comparing previous lists with their lists after the field trip.	T. V. Studio.
ORAL REPORTS Subject Correlation Arts & Language	The students, on a voluntary basis, will choose and give oral reports on jobs observed and listed as necessary in operating a T.V. station.	The student will show a knowledge of the jobs needed, the equipment used, and the responsibility of, all jobs listed and observed at the T.V. station. As measured by teacher observation.	Encyclopedia, dictionary, magazines, and news articles from newspapers.
DISCUSSION Subject Correlation	The students will discuss their chosen jobs, their equipment used, and their equipment used, and their parts in putting a T.V. production together.	The students will be able to analyze all jobs, equipment, and parts of putting on a T.V. program. As measured by teacher observations.	Filmstrips. Radio-T.V. Tech. T.V. Workers.

Motivation Techniques and Subject Correlation	Student Activity	Predicted Outcome	Resources
BULLETIN BOARD Subject Correlation Arts, Language & Social Studies	The students will cut out, collect, and bring to class any pictures or equipment necessary in carrying on their part or job. These will be displayed and explained on a constructed bulletin board.		Newspapers and magazines.
CONSTRUCTING MODELS Subject Correlation Arts & Language	The students will construct the equipment necessary in carrying out their individual jobs. They will also be familiar with its workings.	The student will be able to accurately evaluate all jobs, equipment, and parts played in a typical T.V. program. As measured by teacher question and answer period.	T.V. Techniques.
CONSTRUCTION PROPS Subject Correlation Math, Arts & Language	The students will construct scenery and props needed in putting on certain T.V. shows. Painting, drawing and coloring.	The student will display a value for the different props necessary in putting on a program. As measured by teacher observation as to how well it relates its objective.	
DISPLAYS Subject Correlation Math, Art & Language	The students will display their props and models which they constructed and identify and explain their use as pertaining to their jobs.	The student will be able to apply all equipment, jobs, and parts to the building of good T.V. program. As measured by teacher observation.	Models and props constructed by the class. Bulletin boards.
DISCUSSION Subject Correlation Arts & Language			

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Motivation Techniques and Subject Correlation	Student Activity	Predicted Outcome	Resources
DISCUSSION Subject Correlation Arts & Language	The students will discuss the props, displays, and models needed in putting on a T.V. production.	The student will show knowledge of all items necessary in putting on a good T.V. show. As measured by teacher observation.	
QUESTIONS Subject Correlation Language	The students will answer questions given by the teacher and other students about jobs, equipment, and parts. About props, requirements and operations of all parts of T.V. work.	The student will show a basic precision about his job, as measured by answers to questions concerning his job.	
Subject Correlation Arts & Language	Part of a T.V. program, pantomine his part.	Properly imitate the working of a T.V. show. As measured by teacher observations.	Equipment built by the class.
INTERVIEWING Subject Correlation Language	While pantomining a T.V. show performance, each student will be interviewed as to his part and equipment in the overall make-up of the show.		Models and props.
DISCUSSION Subject Correlation Language & Social Studies		The students will demonstrate a real knowledge of the team work and effort which goes into the making of a T.V. show. As measured by teacher observations.	

Motivation Techniques and Subject Correlation	Student Activity	Predicted Outcome	Resources
ROLE PLAYING Subject Correlation Arts, Language & Social Studies	By video tape the students will conduct a T.V. variety show. Showing how well they know their parts in T.V. broadcasting.		Video tape replay machine. Equipment props, and models constructed by the class.
DISCUSSION Subject Correlation Language	After viewing the video tape of their T.V. program, the students will evaluate their efforts by discussion.	The students will be able accurately evaluate their efforts as T.V. men by observing their program on video tape replay. As measured by teacher observations.	Video tape replay machine.
REPORTS Subject Correlation Arts, Language & Social Studies	The students will make final reports covering their jobs. From the material gathered as a result of putting on a T.V. variety show.	The student will display a knowledge of T.V. work and equipment required in this business. As measured by teacher observations.	All materials collected from actually putting on a T.V. variety show.

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RESOURCES

TAPES:

4591 Radio - T.V. Announcer Broadcast Tech.
Photographic Lab. Occupation.

4585 Motion Picture Projectionists.
Photographic Lab. Occupation.

Disk Jockey, A Man's Work, Group 2 Consumer, Lakeland, Florida.

4580 Radio - T. V. Technician.
Photographic Lab. Occupation.

T. V. Repairman.
International Teaching Tapes Careers, Lakeland, Florida.

FILMSTRIPS.

People Who Work In Science:
2 Recording Engineer 301-588.
Sound Filmstrips GA.

People Who Organize Facts:
4 T.V. Sports Editor.
Sound Filmstrips GA.

People Who Organize Facts:
4 T.V. Sports Editor
Sound Filmstrips GA.

T. V. Workers SVE Educational Filmstrips, Singer
Education and Training Productions.

BOOKS:

Barnhart, Lyle D. Radio and Television Announcing. Prentice Hall, 1973.

Bettinger, Hoyland. Television Techniques. Harper, 1955.

Biegeleisen, Jacob Israel. Careers in Commercial Art. Dutton, 1944.

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Curtis, Robert E. Your Future in Music. Richards Rosen Press.

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Gatlegno, Caleb. Towards a Visual Culture. Dutton & Co., 1969.

Gross, Ben. I Looked and I Listened. Random, 1954.

BOOKS, cont'd:

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Parr, Jack. I Kid You Not. Little, 1960.

Roberts, Edward Barry. Television Writing and Selling. Writer, 1954.

Seldes, Gilbert Vivian. The Public Arts. Simon & Schuster, 1956.

Swallow, Norman. Factual Television. New York: Hastings House, 1966.

Wylie, Max. Radio and Television Writing. Rinehart, 1950.

OTHER

INFORMATION

QUESTIONNAIRE

What Would You Like to Be?

Name _____

Check Yes or No.

		Yes	No
1.	Would you like to work on a riverboat?	___	___
2.	Would you like to work on a farm?	___	___
3.	Would you like to work on cars?	___	___
4.	Would you like to build things with wood?	___	___
5.	Would you like to sell things in a store?	___	___
6.	Would you like to work in a plant?	___	___
7.	Would you like to be a logger?	___	___
8.	Would you like to work in a saw mill?	___	___
9.	Would you like to be a teacher?	___	___
10.	Would you like to be a doctor or nurse?	___	___
11.	Would you like to work in an office?	___	___
12.	Would you like to be a policeman or a policewoman?	___	___
13.	Would you like to be in the Army, Navy, or Air Force?	___	___
14.	Would you like to be a fireman?	___	___
15.	Would you like to be a postman or a postwoman?	___	___
16.	Would you like to do housework?	___	___
17.	Would you like to be a waiter or waitress?	___	___
18.	Would you like to be a home-maker?	___	___

SUGGESTED LETTER TO OBTAIN PARENT PERMISSION

FOR FIELD TRIP

Dear Parent:

Our class is taking a trip to _____ (Place) on. _____ (date) from _____ (time) to _____.

The class has discussed and agreed to follow these rules:

1. Be on time! So we can leave on schedule.
2. Take care of drinks and toilet ahead of time.
3. Be thoughtful of our driver and other passengers.
4. At our destination - Listen to directions!
5. Notice which car you ride in.
6. Stick together. No one has fun if we lose you.
7. Remember your manners.
8. Remember why we came; pay attention.
9. Let someone know if you must be excused. Never go alone.
10. When it is time to go home, get in the car with the rest. Don't lag behind.

Please sign this consent form and return it by _____.

_____Teacher

My child_____has my permission to go on the field trip to _____.

Date:_____

_____Parent

SUGGESTED LETTER FOR PARENT INVOLVEMENT

Dear _____:
(Parent)

Children in our school are studying career education. We feel that it is important for them to be aware of their relationship with careers and the world of work.

We would like to have you as a parent involved as much as possible with your child's education in order for you to have a better understanding of what your child is learning. Also, we feel that our class has much to gain from the knowledge of the parents as we learn about their various occupations.

Below is a short questionnaire for you to complete that will give us information which will help us in our study.

1. Would you be willing to explain your occupation to our class? _____ If so, what time of day would be convenient? _____.

2. If you cannot be present to explain your work, is there some aspect about your work that you feel would benefit our class? _____ _____
Yes No

Explain: _____

_____

3. Would it be possible for our class to arrange a visit to your place of work? _____ _____
Yes No

4. In the event you would be needed would you be willing to serve as an aide or helper? _____ _____
Yes No

5. Do you have knowledge of anyone who would be willing to contribute information in the way of discussions, talks, or explanations to his or her field of work?

_____ _____
Yes No

_____
Name

_____
Address

_____
Phone

"THE SERIOUS BUSINESS OF MAKE-BELIEVE"

By Margaret S. Woods
Associate Professor of Education
Seattle Pacific College

Children are convincing in their belief that imagination furnishes them with well-oiled machinery for learning best how to become fully functioning human beings.

Let's explore the possibilities of make-believe's contribution to individual education:

Make-Be ieve - Makes possible the courage "to be" and the catalyst for "becoming".

Make-Believe - Helps a child to move toward clear-cut communication. An increased awareness brings everything into focus.

Make-Believe - Makes possible that feeling of power that brings positive results.

Make-Believe - Provides a rich source of satisfaction by being "the cause of" something which is ultimately, if not almost immediately, successful.

Make-Believe - is the proliferating product of creative spirit and intellectual vigor.

Make-Believe - makes possible the integration of feelings, needs, and interests with subject matter.

Make-Believe - points the way to self-discovery and self realization.

Make-Believe - helps the child to see what human beings are really like.

Make-Believe - provides wide and deep channels of a drawing out of emotional forces, ultimately inducing cooperation and commitment to a task.

EXPERIENCE CHARTS

The experience chart is a means of capturing the interests of children by tying their personal experiences to reading activities. The chart, which tells about a shared activity, is a story produced co-operatively by the teacher and the class.

The experience chart provides practice in a number of developmental skills which are closely related to reading. For example:

1. Oral language useage in the group planning prior to a trip and in recounting the experience, for chart building, after a trip.
2. The give and take of ideas as the experience is discussed.
3. Sharpening sensory activity, particularly visual and auditory, while on excursions.
4. Expanding concepts and vocabulary.

The experience chart has merit in proportion to the degree to which certain logical practices are followed, i.e. vocabulary must be simple, and sentences short; a minimum of sentences must be used, and each sentence must contribute to the story.